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SEPTEMBER 8, 1951 TWENTY CENTS

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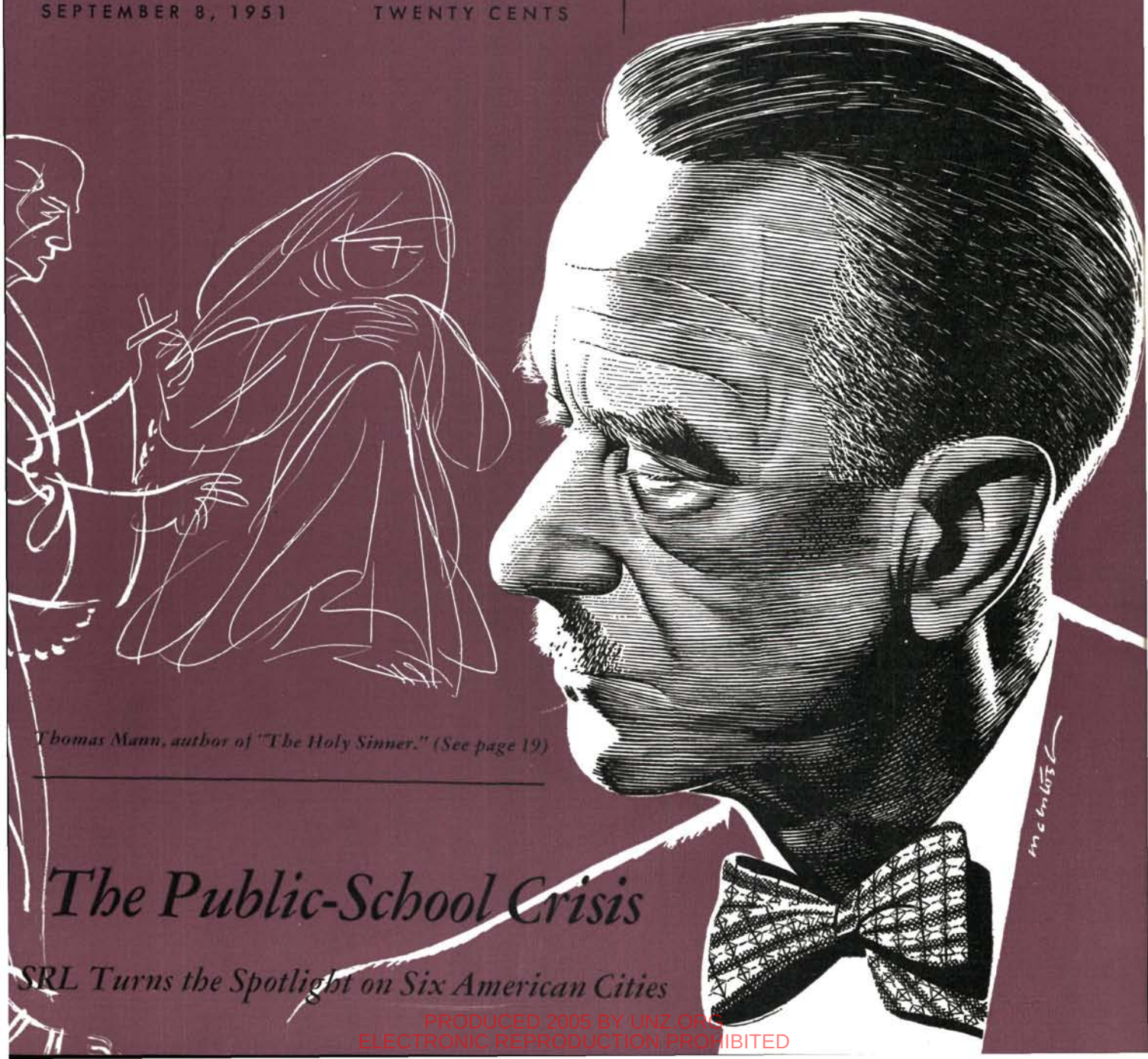
BY CECILE STARR



Thomas Mann, author of "The Holy Sinner." *(See page 19)*

The Public-School Crisis

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This Week

September 8, 1951

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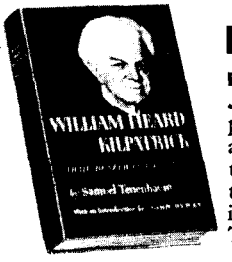
4 IMPORTANT NEW BOOKS FOR ALL EDUCATORS



WILLIAM HEARD KILPATRICK: TRAIL BLAZER IN EDUCATION

By SAMUEL TENENBAUM, Ph.D. Introduction by JOHN DEWEY. "At a time when liberal values and progressive practices in education are under strong attack, this account of the devotion of a great leader to these ends should be a source of encouragement to those who work against reaction and authoritarianism in our schools."—*Dean Hollis L. Caswell,* Teachers College, Columbia University.
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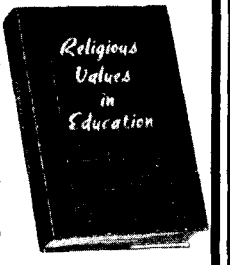
EDUCATION IN THE HUMANE COMMUNITY

By JOSEPH K. HART. This book dramatizes the deep cleavage that today exists between the confining conditions of public education in big cities and the ideal conditions that flourish in the "humane community" in rural areas. Here one of the ablest exponents of progressive education "has given us the broad outlines of a way of thinking and proceeding which will help school and community efforts to become integrated in a common educational approach."—*Horace S. Fries,* Professor of Philosophy, University of Wisconsin. *September 19th.* $3.00

RELIGIOUS VALUES IN EDUCATION



By WARD MADDEN, Assistant Professor of Education, Brooklyn College. "With insight and originality Madden solves the problem that has baffled many educators. He shows how to conduct education in a way to make the religious quality both the end and the method of teaching, at the same time keeping clear of controversial, sectarian differences."—*Henry N. Wieman,* Professor of Philosophy, University of Oregon.
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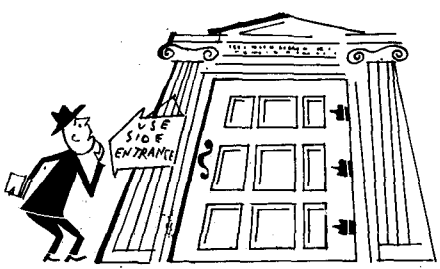
TRADE Winds

ANY MAN who has completed fifty years of continuous service in the book business and is still in there swinging deserves a monster testimonial dinner, and that's exactly what was tendered Clinton Guy Kendall, of McClurg's in Chicago, recently. It was an evening of good fellowship and sentimental reminiscences . . . Fon Boardman, Jr., erstwhile editor of the Columbia University Press's perky and informative *Pleasures of Publishing* has been snagged by Oxford to become general supervisor of the company's advertising and publicity. Smartest move Oxford has made since it signed Rachel Carson's "The Sea Around Us." . . . Above the door of a university library in one of the Rocky Mountain states an inscription carved



in stone reads, "Enter Here the Timeless Fellowship of the Human Spirit." This lofty sentiment, however, is somewhat tarnished by the fact that the door itself is kept permanently locked, with a card proclaiming, "Kindly use the side entrance." . . . Professor Spaulding, of N.Y.U., watching a couple of young instructors engaged in a furious ping-pong match miss easy shots because of over-eagerness, observed to Associate Dean Ralph Pickett, "They obviously fail to remember that a teacher should never be taut." . . . Who's afraid of big bad high prices? Lawrence Langner's impending autobiography will bear a $6.60 tag, and *Gentry*, a new quarterly for men, doesn't want any subscribers whose annual income is below $20,000. A manufacturer of $2.95 shirts who tried to reserve an ad for the first issue was turned down in horror. Subscription: $8 a year . . .

A CLERK IN A PHOENIX supermarket explained to Jane McKay, "These new beer bottles are made of plastic, and there's no refund for empties." "Ah," observed Mrs. McKay (John Marquand had recently passed through town), "I guess you now can call your beer 'p'int of no return'." . . . Four callow freshman from N.Y.U. were browsing through the stock of quarter paper-backs at the National Book Store on University Place, making highly censorable comments about the lush cover art of some of the titles. That gave manager Joe Resnick an idea that may be worth thousands to an enterprising publisher: a quarter book of quarter-book covers...

IN "NO PEOPLE LIKE SHOW PEOPLE" Maurice Zolotow adds a choice item to the Jack Benny saga. Jack was once so down on his luck that when his agent heard that a New Jersey pop vaudeville emporium was offering $25 for a novelty animal act he cried, "I'll take it." He borrowed two mangy Pekingese pups from a friend, carried them on-stage in the Jersey theatre, tied them to a piece of scenery, and proceeded to wow the audience with funny stories and wheezings on his fiddle. The manager forked over $25, with the reservation that this certainly was the most peculiar animal act he ever did see. "Don't those pups do any tricks at all?" he inquired. "They sure do," said Jack airily, "but not at these prices." . . . There's a fascinating portrait of a canny newspaper proprietor in Francis Brown's "Raymond of the Times," the story of the doughty little man who founded *The New York Times* exactly a hundred years ago. Raymond's guiding principle was "to get in a passion as rarely as possible"—a principle which his successors have adhered to with unflagging and sometimes exasperating zeal . . . Paul Palmer, Book Department Managing Editor of *The Reader's Digest*, has tagged Ross Carter's "Those Devils in Baggy Pants" (due from Appleton-Century-Crofts on September 20) as "one of the great war stories of our time." . . .

BOOKSELLER DIDOS . . . Guy Turner recommends Eliot Emerson's "Guide to Harness Racing" to all customers who appear sulky. He also inquires if you've heard about the Blue Ridge mountaineer who wanted his daughter to have a quiet wedding. He put a muffler on the shotgun . . . Paul Pearlman has had a pair of ratty old snowshoes dangling from a rafter in his Washington emporium for the past twelve years. One day in late August, with the temperature flirting with a hundred in the shade, somebody came in and bought them . . . Paul's name for chiselers in the Defense Department: Pentagoniffs . . . And Richard Wormser is sure that when Governor Dewey hit China the natives hailed him as "Peiping Tom." . . . Thanks to booksellers, profs, etc., who reminded Dr. Fosdick and me that it was Samuel Taylor Coleridge, not Cowper, who asked Charles Lamb, "Have you ever heard me preach?" with Lamb answering, "Indeed, I've never heard you do anything else." Another day Coleridge is reputed to have grasped a button on Lamb's coat firmly in order to keep him listening

to a long, dreary tale. Desperate, Lamb suddenly pulled a penknife from his coat, severed the button, and darted through the gate of the garden in which they had been standing. "Five hours afterward," writes Lamb, "in passing the garden on my way home, I heard Coleridge's voice, and on looking in, saw him there, with closed eyes, the button in his fingers, his right hand gracefully waving, just as when I left him." . . .

THE OCTOBER ISSUE of *Holiday* is devoted to Chicago. Contributors include Fanny Butcher, Nelson Algren, Carl Sandburg, Bob Casey, and Albert Halper . . . John Gunther has added 40,000 words and made 10,000 changes in the original 1947 text for his forthcoming revised edition of "Inside U.S.A." Some of the new inserts are devoted to the Kefauver investigation, the Hiss-Chambers case, the Ford Foundation, the firing of MacArthur, new atom bomb experiments, and McCarthy smear campaigns . . . Note to A.H.B.: Sure, I'll autograph "Laughter Incorporated" or the new Bantam "Shake Well Before Using," or any other book of mine that you or other readers send on for the purpose. Just be sure to address me at 457 Madison Avenue, New York—and enclose sufficient return postage . . .

LUISE SIMS, who bought books for years for Davison-Paxon in Atlanta, is now selling them for the publishing house of Tuper and Love in the same city . . . Houghton Mifflin has hit the BOMC jackpot twice at one crack. Churchill's "Closing the Ring" is the December selection, and Daphne Rooke's lavish African novel, "Mittee," is scheduled for early spring . . . October 10 is P-Day

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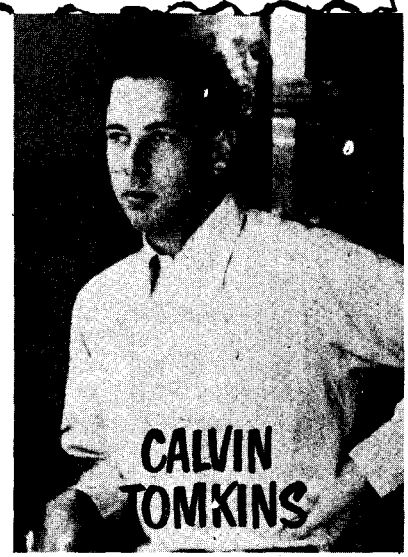
for Erich Maria Remarque's new novel, "Spark of Life" (Appleton-Century-Crofts). It's his first since "Arch of Triumph," which was an even greater success than "All Quiet on the Western Front" in book form but bankrupted the company that made it into a movie . . . Speaking of movies, "glorious" is the only word I can think of to describe MGM's new spectacle "An American in Paris," with music by George Gershwin, and a concluding ballet sequence, performed before sets based on paintings by Dufy, Renoir, Utrillo, Toulouse Lautrec, etc., that will be trotted out for re-showing

in years to come more frequently than "Pinafore." Gene Kelly is superb, a newcomer named Leslie Caron entrancing, and Oscar Levant so good that even his recent TV fiasco on a frightful panel show can be forgiven . . . Another MGM musical, the newest version of "Show Boat," is also recommended to you unreservedly. There'll be no box-office drought as long as pictures like this are making the rounds . . . Warning: Anybody who tries to persuade you to go to a little number called "My Forbidden Past" is a sadist who loves to see his friends suffer genuine torture . . .

A MOVIE MAGNATE was lamenting his inability to devise an effective ending for a spectacle he had in mind. "It's a story of La Scala Opera House in Milan, see?" he explained. "The time is about 1910—all very nostalgic. Just before the big production of the season the tenor disappears. Kidnaped or something. Can't somebody think up a new twist that'll send the customers away ecstatic?" "I've got a real surprise ending for you—but you won't like it," predicted Billy Wilder. "La Scala's impresario is wandering disconsolately along a country road, worrying about his predicament, when he hears the most wonderful tenor voice in the world raised in an impeccable rendition of the big number in 'Aida.' He traces the voice to a burly farmer pitching hay. He leaps a fence, seizes the farmer by the arm, and says, 'You have the makings of a great singer. Come with me and you shall play the lead at the famous La Scala Opera House tomorrow night.' The farmer shakes off his hold angrily and grumbles, 'Scram, bum! I'm Enrico Caruso—on vacation.' " —BENNETT CERF.

"I've been talking and writing to people about him for a week."



These are the words of Edward Newhouse, after reading Calvin Tomkins' new novel. And he goes on to say: "It's been ten or twelve years since for some reason publishers began to send me first novels, but *Intermission* is the only good one that ever came my way . . . There have been quite a few serious or semi-serious (in intent, anyway) attempts to deal with the suburbs recently (Marquand, Jackson, etc.) but none of them anywhere near so good as this one. This Tomkins is a writer."

"At the age of 25 Mr. Tomkins has a divining rod for fakery that is a joy forever."
—WILLIAM DU BOIS, *N. Y. Times*

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—GRANVILLE HICKS

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THE PUBLIC SCHOOL CRISIS

EDITOR'S NOTE: *According to officials of the National Education Association, meeting in San Francisco last July, American public school education is under widespread attack. Dr. Richard B. Kennan, executive secretary of the N. E. A.'s Commission for the Defense of Democracy through Education, pointed to the school systems of Port Washington and Scarsdale, N. Y.; Englewood, N. J.; San Angelo, Tex.; Ferndale, Mich.; and Montgomery County, Md., as being the particular targets for the anti-school forces at the moment.*

The current campaign got started, according to Dr. Kennan, in Pasadena, Calif., where a complex local situation led to the discharge late in 1950 of Dr. Willard E. Goslin, then president of the American Association of School Administrators—a case that won wide publicity through David Hulburd's book "It Happened in Pasadena."

In most communities where there are school crises, local sources of unrest—a controversial bond issue, an attempt to raise taxes, some unhappy parents, a discontented teachers group—are given encouragement and guidance by professional anti-school organizations whose income is derived from donations and the sale of books, pamphlets, and magazines. Their stock in trade is the charge that the schools are teaching Communism, that "progressive education" and the "frills" introduced during the past twenty-five years have caused neglect of the "fundamentals" of education and "the three R's." Racial and religious prejudices are resorted to. Most frequently mentioned among those who are working actively against the public schools are Allen A. Zoll, executive vice president of the so-called National Council for American Education (not to be confused with the National Education Association or the American Council on Education), and Lucille Cardin Crain, editor of the Educational Reviewer, *a quarterly devoted to attacks on what she considers "subversive" textbooks. Mr. Zoll himself has denied that he was responsible for obtaining Dr. Goslin's resignation in Pasadena, but his literature and his followers were in evidence during the campaign.*

Because of the importance of the situation to the American people and their educational system SRL *is publishing reports on six communities representative of the many where the schools are currently being discussed and studied. Each of the six reports is the work of a resident of the community who has first-hand knowledge of the local situation.*

1. Port Washington, N. Y.

By LOUIS ENGEL

One of the most disturbing reports on the public school situation comes from Louis Engel, a resident of Port Washington, N. Y. Mr. Engel is head of the advertising department of the New York stock brokerage house of Merrill Lynch, Pierce, Fenner, and Beane. Even a wealthy community has its problems.

PORT WASHINGTON isn't a town in the conventional sense of the word. It's a collection of a dozen and a half different communities occupying about fifteen square miles of land on Cow's Neck, a peninsula jutting out into Long Island Sound, twenty miles east of Manhattan.

One of those communities, Sands Point, accounts for a little less than half of the area included in the Port Washington School District (but less than 10 per cent of its population). Today, that village is not what it was in the days when the Guggenheims, the Astors, the Harrimans, the Luckenbachs, made the name of Sands Point a synonym for sumptuous living. The great names are gone now.

However, Sands Point is still the home of wealthy men—but today they are wealthy men with money problems—the problems of how to cover junior's tuition at a private school, the salary of one couple in service, and membershir dues in any of Port's three yacht clubs or its three golf clubs—all out of steadily shrinking net income. The tax laws have not dealt kindly with the estate owner, even if his estate is little more than a couple of acres.

The other more modest communities that comprise Port Washington are clustered around the central business district and the old residential part of town which long antedated Port Washington's development as a suburb. Most of these communities came into being over the years as one farm or one estate after another was sold for real estate development.

The characteristic home in one of these communities is a two-story, conventional frame dwelling on a ninety-foot frontage worth about $25,000 at today's prices. The characteristic inhabitant is a thirty-five-year-old junior executive with a wife and two school-age kids, and a commutation ticket. He has an income of $10,000-15,000, a mortgage of about the same size, and a completely outsized budget problem, because junior executive salaries just haven't risen as fast as taxes and the cost of living. As a consequence many a man in Port Washington is living right up to the hilt of his checkbook and barely holding his own.

In such a community it's not hard to understand why the postwar building boom set in motion some pretty strong currents of social unrest. Almost overnight four new subdivisions were opened up. "Ranch houses," looking as though they were stamped out by the same die, filled block after block—the first such kind of mass construction to invade Port Washington. Selling at twice what they would have cost in prewar days, these new homes still represented only half the houses that many townspeople would like to have seen built, and this attitude was understandably resented by the newcomers, many of them veterans whose own careers as junior executives had been interrupted by the war.

The net of it all was that property values were threatened. Social values were disturbed. Political and economic values had to be reassessed. And all these strains and stresses in the town's communal life were to find their reflection in one big issue—the school issue.

With a 30 per cent postwar population increase (up to more than 17,000) and with continued growth an absolute certainty, Port was brought face to face with a problem which could no longer be ignored, the need for new schools. Its antiquated school

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plant had scarcely been able to cope with the prewar situation. The newest of its four buildings was twenty years old; the oldest, forty years. And three times in recent years the townspeople had refused to vote money for new schools.

Now there was only one answer to the crisis. The School Board proposed a $3,750,000 school building program, embracing a big new high school ($2,500,000) and three community grade schools. February 23, 1950, was the date set to vote on the bond issue.

Here was a situation made to order for Allen Zoll, or more particularly for one of his lieutenants, Fred H. Johnson, an insurance broker with offices in Brooklyn and a home in Sands Point.

MOST people in Port Washington never knew—still don't know—that Johnson was an associate of Zoll. That didn't come to public light until *The New York Times* reported last fall that Johnson appeared at a New York City Board of Education hearing as the official spokesman for Zoll's National Council for American Education.

Prior to the school fight Johnson was known principally as the community's most prolific writer of letters to the local editor. Because most of those letters ranted about Communism (which took root here with the income tax, says Johnson), most people regarded the author indulgently as just a little "tetched." That was a mistake. A comparison of his letters with some of Zoll's literature now reveals a close philosophic kinship.

It is difficult for one who has always been in the anti-Johnson camp on the school issue to say just how much blame or credit he deserves for welding together the opposition forces in Port Washington. But they were welded together for the fight on the bond issue and for several later fights, and often they talked a common tongue, not unlike the language of Allen Zoll or Fred Johnson.

One thing, however, should be made clear: Of all the hundreds of people who may have voted the way Johnson wanted them to only a tiny handful could be described as real Zollites, real enemies of the public schools. Most of the people wouldn't be caught dead associating with a hate-monger like Zoll. But, of course, most people never even knew he was in the picture in Port Washington.

What Johnson and his friends did in Port Washington by a spreading of subtle propaganda was to stimulate the interests, prejudices, and convic-

(*Continued on page* 25)

2. *Pasadena, Calif.*

By JAMES B. BOYLE

Pasadena, California, the first community to find its school system in the national spotlight, is almost a self-sufficient city despite the fact that Los Angeles is only eleven miles away. At one time it was almost exclusively a residential city for retired people of means, but its rapid population growth in recent years (81,000 to 104,000 during the past decade) can be attributed in large part to the development of a number of small industries turning out such products as precision instruments, gifts, chemicals, foods, and pharmaceuticals. Its per capita buying power has been estimated as fifth highest in the country and its housing is far above the national average.

Pasadena has long enjoyed a very good public school system. Over a period of twenty years Superintendent John Sexson developed a notable program that included courses usually taught during the first two years of college. There are many interpretations as to what was the basic factor leading to the discharge of his successor, Dr. Willard E. Goslin, in December 1950 after a tenure of two and a half years. A recently released N.E.A. report sums it up this way: "The Pasadena crisis was not the result of any one, two, or three causes; but rather the concatenation of events, personalities, and pressures that seemed to lead inexorably to the tragic conclusions."

While the Goslin case was raging the Pasadena Board of Education appointed an impartial committee of leading citizens to study thoroughly and report on the needs of the schools. This group is still at work. James B. Boyle, member of the Pasadena law firm of Boyle, Bissell and Atwell, is chairman of the committee.

SOMETIME before the dramatic incidents culminating in the dismissal of its superintendent of schools, the Pasadena Board of Education, being fully aware of community unrest with respect to the operation of the public schools, appointed a citizens committee for the study of public education. This committee, known as the Citizens' School Survey Committee, was composed of twelve citizens, men and women representing a wide range of community interest. The committee called upon all citizens and all civic organizations for suggestions as to the major problems confronting public education in Pasadena. After analyzing and classifying the reports received and making a thorough study of the situation, the committee sought the counsel of professional experts in the local region and planned a fact-finding study of the basic educational issues with which the people of the city were concerned.

Dr. Willard E. Goslin—"tragic conclusions."

From the outset the committee insisted upon a study which would be made jointly by laymen and local professional educators working in cooperation with specialists in the various fields to be investigated. These specialists, for the most part members of the faculties of California colleges and universities, have served as consultants to the local committees who gathered facts, analyzed them, and, in cooperation with the consultants, are now in the process of making recommendations for the general improvement of the schools.

The entire study, under the direction of Dr. Clyde M. Hill, of Yale University, and Dr. Lloyd N. Morrisett, of the University of California at Los Angeles, is organized into fourteen areas: Adult Education, Business Procedures, Characteristics of the School Districts, Elementary Education, Finance, General Administration, Health, Physical Education and Recreation, Junior College Education, Pasadena's Needs and Desires for Education (Public Opinion), Personnel, Plant, Sites and Equipment, Pupil Personnel Administration (Including Guidance and Counseling), Secondary Education, and Vocational Education.

The study of each area is planned

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and carried on by a Steering Committee composed usually of five laymen and five members of the Pasadena school staff. The Steering Committees have appointed numerous subcommittees who are making studies of aspects of the problems with which the respective Steering Committees are concerned. Each subcommittee reports its findings and recommendations to the Steering Committee and from these reports, after full discussion, the recommendations for the solution of the major problems are being formulated. There are approximately two hundred subcommittees. Between 800 and 900 individuals are engaged in making the survey.

After each preliminary report is reviewed by a committee of citizens not otherwise connected with the study the final detailed, professional report will be prepared by the directors. It will contain more than 1,000 pages and will constitute a blueprint for progress for the schools during the next few years. Summaries and popularized editions of the report will be made available for general distribution.

Cognizant of the fact that developments here have alerted the whole country to the problems facing our public schools, Pasadena feels its obligation to share with other communities its constructive experiences in meeting these problems. Consequently, arrangements are being made to publish for national distribution a complete description of the way the entire community has pooled its resources and employed the talents of its citizens in evaluating its schools.

The evaluation is for the sole purpose of determining ways in which the schools of Pasadena can be made, if they are not already, among the best in the country, an idea to which Pasadena has long subscribed and an ideal which she by no means is disposed to abondon.

3. *Englewood, N. J.*

By AUGUST J. WIESNER, JR.

Scarcely less critical than the situation in Port Washington, is that facing the citizens of attractive, prosperous, residential Englewood, N. J. Situated across the Hudson River from New York City, Englewood has suffered in less degree the same postwar suburban growing pains that fostered Port Washington's crisis. Its population is now about 25,000, slightly more than twice what it was in 1920. Englewood has long been noted for the excellence of its school system. The present superintendent, Dr. Harry L. Stearns, has introduced a number of innovations, including a Child Study Department staffed by two psychologists and a nurse. August J. Wiesner, Jr., editor of the Englewood Press-Journal, writes here of the battle over the schools that began there last October.

THE PUBLIC schools of Englewood were under frequent attack during the past winter and spring by a man who openly admitted his admiration for, financial support of, and collaboration with Allen Zoll, president of the National Council on American Education, which has been cited as one of the major factors in stirring up the celebrated Pasadena school turmoil.

There is every reason to believe that the attack, whose main theme has been "How Red Are Our Teachers and Our Textbooks?" and whose main effect has been to breed fear and uncertainty among the teachers, is to be resumed this fall. Mr. Zoll himself appeared at a public meeting here prior to the closing of school in June and "promised" that he would return to conduct an "investigation" of the local schools. And Frederick G. Cartwright, the Englewood resident and New York investment broker who has been spearheading the attack, has let it be known that he is conferring with Mr. Zoll and that he intends to push his attacks against local teachers and textbooks.

But although the community has expressed itself in numerous letters published in the Englewood *Press-Journal* as being wearied by the attacks and as hoping that there would be a quick end to the matter, it has been fully alerted to the dangers involved and has assured the teachers that they do not stand alone. As a result of these assurances, which have taken such concrete form as the hiring of a lawyer for the teachers, the issuances of public statements, and attendance by large groups at meetings where Mr. Cartwright and Mr. Zoll have been scheduled to appear, the teachers are looking forward to a year reasonably free of the fear that formerly permeated the system. The teachers still expect to be quoted out of context. They still expect that certain pupils will be coached to listen for allusions to "Communism" and "Soviet," and even "Socialized Medicine." But they know that if they continue to use sound judgment and if they are truly American, they need not fear any unsound and unfounded criticisms and attacks.

This "counter-attack" movement is not nebulous. It is centered in a large group of men and women that has been meeting regularly and that is in touch with city officials and influential townspeople, and that challenges unjust and unfounded allegations and innuendoes. Known as the Englewood Citizens Union, it was organized after Mr. Cartwright and a group which calls itself the Englewood Anti-Communist League of which he is president, wrote to the Board of Education and to the Mayor and Council charging that there were Red influences at work in the public schools and that the several textbooks in use were Red-tinged. The "counter-attack" movement immediately provided an attorney for the teachers, the Board of Education called a public hearing at which Mr. Cartwright was invited to present his charges, and the hearing ended in complete exoneration of the teachers. Mr. Cartwright admitted he had no evidence of subversive intent on the part of any teacher. He did claim that one teacher used "poor judgment," and that another taught

"Summer's End."

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from a book which he considered subversive. In fact, he criticized the Board of Education for allowing two reference books to be used in the high school: "Our Neighbors Across the Sea," by Maxwell Stewart, and "American Democracy, Today and Tomorrow" by Goslin, Goslin, and Storen. It so happens that the Englewood Board of Education has been planning on eliminating both these books because they are outdated and because of certain passages of which it did not wholly approve. The former book is now out of use and the latter is to be replaced as soon as the Board finds a worthy substitute.

It was after this public hearing that the community really became alerted to what was going on. The *Press-Journal* carried a front page editorial entitled "Hurting Our Schools," in which it declared that the continued attacks by Mr. Cartwright, who had taken to distributing weekly mimeographed broadsides through the mails and on the streets (using children to hand them out) and speaking before meetings of his own Englewood Anti-Communist League (meetings held in one of the public schools and attended by about 100 persons), were creating fear, distrust, and racial and religious unrest. Said the newspaper: The "teachers admit they feel unsure of themselves, afraid that certain children have been set to watch and listen . . . The Board of Education itself is afraid . . . and the familiar Zoll techniques are winning the unsuspecting. We would like to ignore Mr. Cartwright. But unfortunately he is constantly boring in, issuing unsigned bulletins containing insinuations such as 'How Red Are Our Schools?' and 'How Red Are Our Ministers?' and suggesting that our Woman's Club is being infiltrated with Reds. Let us reassure our teachers that, while we want the Board of Education to be alert as to type of teachers and the kind of textbooks, we want no witch hunt in our schools and no fear among our teachers." The paper followed this up with another editorial calling upon the Board of Education to stand up and openly repulse unfounded attacks by Mr. Cartwright. "The situation calls for unity of all decent forces in Englewood, from the local government down to the people. Let us demonstrate that in our determination not to allow any Communist infiltration in our midst we are not going to be hoodwinked into allowing any Fascist infiltration," concluded the editorial.

Mr. Cartwright meanwhile was extending his influence in several di-

(*Continued on page 35*)

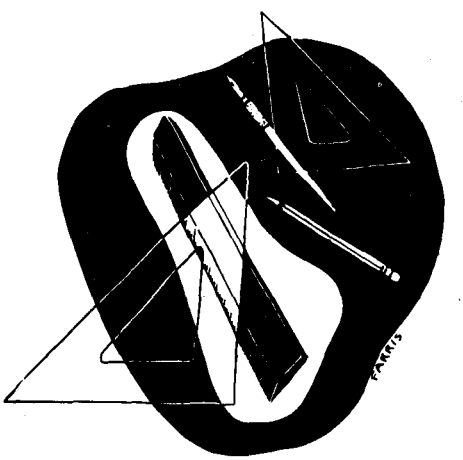
4. Denver, Colo.

By LAWRENCE MARTIN

Unlike Pasadena, Port Washington, and Englewood, Denver is a big city, the metropolis of the Rocky Mountain area, the twenty-fourth largest city in the United States. Its present population is 412,856, *an increase of* 25 *per cent in the last decade. A year before the Pasadena case started boiling, a group of disgruntled parents and former teachers organized a committee to protest the introduction of new educational methods (usually lumped together in the phrase "progressive education") and the slighting of the "three R's" in the schools of Denver. In the following report, Lawrence Martin, associate editor of the* Denver Post, *tells how Denver has attempted to avoid the unhappy Pasadena pattern.*

ON OCTOBER 30, 1949, Mrs. Joseph D. Sitton lit the fuse to a small explosion in the Denver County Council of the Parent-Teacher Association, of which she then was president. Mrs. Sitton asserted that Denver's public schools were emphasizing "progressive education" to the sad neglect of fundamental learning and the harm of the younger generation.

She absolved Dr. Kenneth Oberholtzer, Superintendent of Schools,



from most of the blame for this, but said that "he is meeting with opposition from somewhere."

Mrs. Sitton's fairly extensive remarks produced consequences both within and without the P-T A. Internally the organization was nervously shaken by having been made to appear critical of the schools. A few days after the Sitton outburst the Council adopted a resolution calling attention "of all concerned that officers and members may express their individual opinions concerning administration affairs, but same must not be construed as the action or opinion of the unit, and further:

"Resolved that this body does urgently request all members and officers to use great discretion in discussing school policies and activities, to the end that harmonious relations and constructive programs may continue for the benefit of the boys and girls of Denver."

Having thus shaken from its skirts the dust raised by its president, the Council deposed no further. But outside its decorous ranks no such restraint was observed.

Mrs. Sitton, approaching the end of her presidential term, continued to speak her mind, and to her rallied other citizens with like grievances against the schools. Within a short time a Citizens' Committee for Improvement of the Denver Public Schools had been formed. It was headed by Cyril D. Reed, a former teacher in a Denver High School.

That committee rumbled and roared, but at first without any precise definition of its aims. Its members agreed, however, on one point: they were opposed to progressive education as applied in the Denver schools; they wanted it stopped.

They were not so charitable towards Dr. Oberholtzer as Mrs. Sitton had been; in fact, they viewed him with the same aversion as some citizens of Pasadena expressed towards Dr. Willard Goslin. They found something awfully sinister in Dr. Oberholtzer's statement that education should aim at "developing the individual effectiveness of the student . . . and molding an entire population into a desirable pattern of group behavior." That reference to "group behavior" was evidence to the critics that Oberholtzer was the tool of the statists.

MR. REED, as spokesman for the Committee, minced, as the saying goes, no words, but gave off a great many. A former teacher of mathematics, he asserted that Denver's elementary and high school pupils were being grossly defrauded of their rights to a sound education in reading, writing, and arithmetic. Among them, Mr. Reed and other Committee members collected numerous documentations of this theme. They took live exhibits to meetings of the Board of Education.

One young law student at the University of Denver, for example, said

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—Acme.

Allen A. Zoll — "American public schools are his target."

that upon graduation from high school he and other prospective lawyers were so deficient in English that the University had to set up a special English course for them—and most of them failed it. Instances were cited of the teaching of hypnotism, contract bridge, and other such folderol to children who could neither spell nor count.

All this attracted community attention, as it was recorded in the press. It gradually attracted also some additional adherents to the Reed committee—parents who were concerned about their children's difficulties in school, or their failure to acquire basic learning skills.

It attracted also the attention of the National Council for American Education, at 1 Maiden Lane, New York City. That is the office of Allen A. Zoll, who had not long before begun a new enterprise in a long succession of promotions, which went back to an association with Father Coughlin, Merwin Hart, Gerald L. K. Smith, and others with special points of view about race, religion, education, and the democratic way.

Mr. Zoll's newly hewn cudgels were being wielded in defense, so he said, of the American public school against enemies who wished to convert it into an agency of Socialism and Communism. He prepared a number of pamphlets under such apprehensive titles as "The Commies Are After Your Kids" and others appropriate to that general idea. The texts implied, or stated flatly, that progressive education is a device of subversion; they led to the Q.E.D. that only through eradication of progressive education can

(*Continued on page* 31)

5. *Eugene, Ore.*

By W. M. TUGMAN

Eugene, Oregon, at the head of navigation on the Willamette River, is the seat of the University of Oregon, the trading and shipping center for a wide agricultural, stock-raising, and lumbering area. Like Port Washington and Denver, its population has soared in the last decade (more than doubled to 35,672). Like Englewood and Denver, it has long had a reputation for possessing an excellent school system. As in Denver, a group of parents and educators has protested "Progressive education" methods in the schools. W. M. Tugman of the Eugene Register-Guard *here tells of the efforts of citizens to improve the public schools.*

ALONG WITH all American school systems, Eugene shares the tremendous burden created by compulsory schooling through the age of eighteen. A study made some years ago by the United States Chamber of Commerce states the problem this way:

"Since 1900 the population of the United States has doubled, but the high-school enrollments have multiplied eighty times. In 1900 not more than 30 per cent of those finishing the eighth grade went to high school and 70 per cent of those were college-bound. Today high school is 'terminal education' for 70 per cent of the vast enrollment."

In Eugene this "normal problem" is complicated by boom conditions under which population of the area has more than doubled since 1940, creating an imperative demand for more school buildings and more teachers. In 1940-41 the school census was 5,207. In 1950-51 it is 11,666. In 1940 the total budget was $409,217.24. Today the operating budget is nearly $2,500,000 a year.

Each spring, due to the peculiarities of Oregon law, the operating budget must be voted by the people. This year for the first time in twenty years the budget was voted down at the first election in May. It was resubmitted without curtailment in June and passed by a narrow margin.

To understand this crisis in Eugene's public education it is necessary to take a look over the past quarter of a century. Not since 1927 has there been any major upheaval in the city's schools. In that year there was a "grand housecleaning." The schools had become notorious for indiscipline. They were deep in debt, and taxes were sky high. By 1940 under able boards and superintendents they were virtually debt free and piling up cash reserves. A Carnegie report issued the year before reported the Eugene High School among "the fifty best in the United States."

In 1944, under the impact of growth needs, approximately a dozen suburban districts were consolidated with Eugene and it now reaches more than five miles beyond the city limits including some areas which are still rural. Taxable valuations have increased from approximately $13 million in 1940 to more than $43 million now, but population has doubled and costs have multiplied almost five times. Teacher salaries range from a minimum $3,168 for a starter with a B.A. to a maximum of $4,572 for a veteran with an M.A. — about median for first-class districts in Oregon. Although Eugene has not fullfilled all state requirements as to housing standards, teacher ratios, and other criteria, it is rated first in Oregon in progress toward these goals.

THE PRESENT Superintendent of Schools, Clarence Hines, who is regarded as one of the ablest administrators on the West Coast, summarizes the policies he has practised in this way:

"Eugene has never gone 'whole hog' for 'progressive' methods. We have always tried to hit a judicious balance between the new and the old. In the main, I believe the people are satisfied and proud of their schools. Admittedly, we have some weak spots, but some of these cannot be corrected till we meet some of the urgent needs and can find the necessary funds to apply."

But for more than a year the Board of Education and the school administration has been under criticism from a "loyal opposition," organized as the Parents' Council for Education. The leaders of this council are A. E. Caswell, retired head of the University of Oregon's physics department, who is president, and Mrs. W. T. Wood, onetime candidate for school board, who serves as vice-president. The organization claims to have between 100 and 150 active members and about 250 on their mailing list for the mimeographed bulletin they publish. They deny any connection with Allen Zoll's National Council for American Education.

In April 1950 delegations from the Parents' Council appeared before the

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school board and voiced these demands:

More emphasis on the fundamentals of schooling, the "three R's," history, literature, solid content sciences.

More discipline inside the classrooms.

Promotion and failure based on rigid grading, with a system of report cards easily interpreted by parents.

Less leaning on audio-visual aids and other "entertainment" devices.

The school board's response was the appointment of a Lay Committee of eleven men and women to "appraise" the work of the schools and recommend changes. This committee included Mrs. Wood and others who had been outspoken in criticisms.

After a year of school visitations and study this Lay Committee delivered a detailed report in May 1951—and this report, in printed form, is now being distributed by the school board. They presented seventy-six specific recommendations, of which fifty-six have already been adopted for the coming year.

They surveyed every major department in the schools, discussed classroom interruptions, school objectives, teacher training, testing, courses for teachers, teacher tenure and teacher evaluation, parent-teacher conferences and report cards (they favor continuing the parent-teacher conferences), and the public relations of the schools (they urge a permanent Lay Committee with rotating memberships to explain, interpret, and criticize the schools' work).

AS TO THE controversial problems of curriculum they urge:

1. Strengthen the social living program which might require added supervision. The committee feels the social living classes should be reduced to an average of thirty with a period for counseling and guidance given junior-high teachers.
2. Optional courses in English and history at tenth grade level in addition to social living courses.
3. An examination in mathematics in the junior year in high school with a class in basic mathematics required for students failing the examination.
4. History to be required in the junior year in high school with debate an elective subject.
5. Two remedial reading teachers to be added, with emphasis to be given at the elementary level in order to do preventive work. The committee also recommends moving into a program of additional remedial help, as rapidly as budget allows, in the individual schools.
6. The program for the brilliant child to be strengthened.
7. A policy should be established in the schools to determine where health should be taught. It is now included in science, physical education, home economics, and social living courses.
8. A foreign-language teacher to be added at the ninth-grade level and used in all junior-high schools.

The school board complimented the Lay Committee on its work. Complete summaries were printed in the local press. It was discussed on radio. In general its report has been accepted as sound and constructive and not in any sense a "white-wash." Superintendent Hines said:

"Some of the most important recommendations could not be adopted at this time for lack of money—for instance, kindergartens, which would require some $350,000 in staff and buildings; a new plant for the Vocational School which would certainly require several hundred thousand; and enough additional teachers to reduce classroom loads at junior-high level to not over thirty. All told, we figure it would require about $1,000,000 more than we can spare to carry out all of the recommendations."

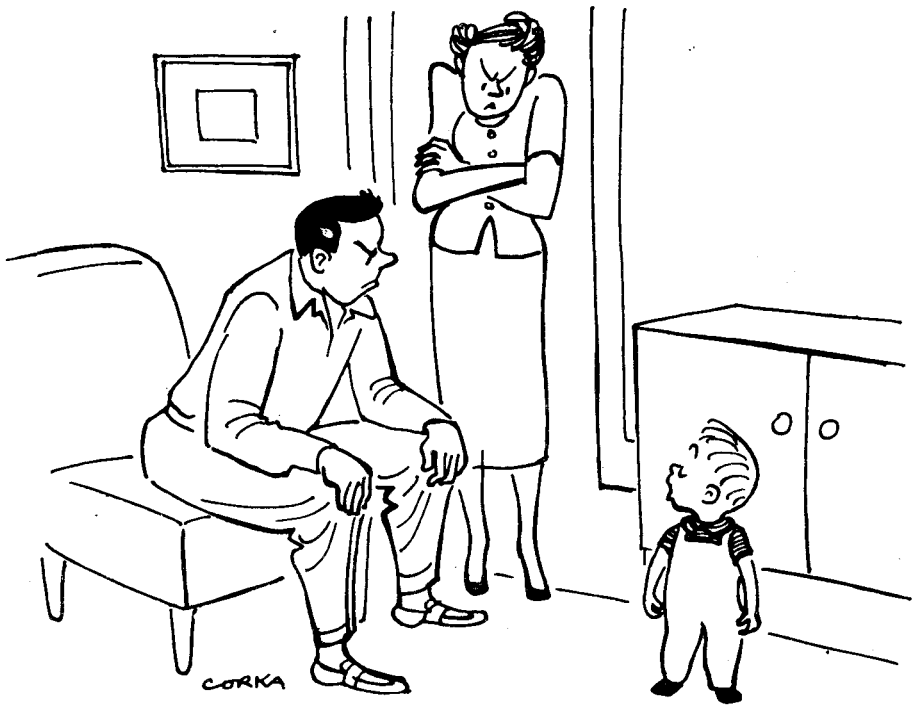
The Lay Committee has emphasized the importance of parent cooperation, particularly in the case of potentially brilliant students who tend to dodge tough courses. Hines points out that under Oregon law the Eugene curriculum must follow basic state requirements. Therefore, some of the recent additions in history, English, and foreign languages are options, but so that the parent may know if Johnny is trying to pick snaps Hines says:

"As the pupils register we are sending letters to their parents, so that they may know exactly what their children are doing. If they want Johnny to take history instead of social living they will have a chance to see that he does. In the registrations for the coming year we find that about 16 per cent of our high-school sophomores have signed up for history."

Will the Parents' Council be satisfied with the report of the Lay Committee and the changes adopted by the school board? The question was put to Mrs. Wood and she says:

"We are *not* satisfied. We shall continue to work for what we believe to be a better quality of education. We are not advocating a return to the 'little red school house.' We are not opposing adequate tax support for the schools. We do want higher standards, more drills, better disciplines, a system of grading which rates the children not on what they could do but on what they have actually accomplished. In the present plan the above-average child is not being challenged."

Will this "loyal opposition" become a violent revolution? Except in the very large cities where the rich send their young to private schools and the public schools operate behind a shield of indifference, the political substructure of every school system is volcanic. Every opposition tends to attract: (a) the "chronic tax conservationists" who resist every addition to the public expense; (b) the "congenital reactionaries" who are suspicious of everything that "isn't like it used to be when I went to school"; (c) nu-



"And remember that years from now I'll probably be telling everything you say to a psychiatrist."

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merous tribes of "witch hunters," especially those to whom every political or social change since 1900 is "red," (d) numerous "religious tongs" which whet their axes on many forms of prejudice.

The board has stood firmly behind Hines, refusing to entertain complaints not accompanied by specifications. The board encouraged its Lay Committee to scrutinize text books for "subversive material" (but none was reported). Supported by the press, the board has not hesitated to permit the use of its buildings by "radical groups" (although there were some protests when Mrs. Paul Robeson appeared under the auspices of the Young Progressives). There have been no limitations on "academic freedom."

Since 1927 the board has published an annual report which is widely distributed and which C. C. Chapman, Oregon's No. 1 tax critic, rates as "the best of its kind in the state." Periodically the board meets in outlying schools endeavoring by this means to keep close touch with its public. Every school has a P-TA and most schools are used as community centers for all ages. Financing problems are explained in great detail before every election both in the press and over the radio. It does not employ any "public relations" staff, preferring to save the money and leave this work to the teachers in each school.

The continuing Lay Committee, suggested by the retiring special committee, is under advisement. Present thinking is that such a group would be useful, but that it should be entirely independent of the board.

6. *Palo Alto, Calif.*

By WILFORD M. AIKIN

Two years ago SRL *described a project in Westport, Conn., designed to enlist the energies of the entire community in order to raise the standards and usefulness of the public school system without waiting for any individual or group to become disgruntled enough to attack ("Yankee Town Goes to School," Sept. 10, 1949). Similar efforts have been made in many other towns and cities throughout the United States. One such program is under way in Fairfield, Conn. Another is taking place in Palo Alto, Calif., twenty-eight miles southeast of San Francisco, a residential town that is the seat of Stanford University and a number of private schools. Wilford M. Aikin, who has wide experience as a teacher and administrator in Eastern and Middlewestern schools and universities, is a resident of Palo Alto and the parent of children in its schools.*

THE 30,000 citizens of this pleasant, rapidly growing California city are not fully content with their public schools. That is all to the good. But they believe in their schools. They have confidence in their Board of Education and the school administration. By overwhelming majorities they vote money to the legal limit for the support of the schools.

But they don't stop there. They say, "The public schools belong to us. We pay for them; the children they serve are our children. Therefore, it is our right and duty to say what we want the schools to do for our children. We provide the grounds, buildings, equipment. We pay the teachers. We are deeply concerned about what happens to our sons and daughters in the buildings we provide."

Obviously, they are right about this. They are right, also, in recognizing that they must act in cooperation with the Board of Education, the school administration, and within the framework of education established by the State of California.

In any community citizens could attend meetings of the Board of Education, but they rarely do. They could go and talk to the superintendent or teachers, but they don't except on stated occasions and by special invitation. They could read and think about education, but they are preoccupied with other matters that seem more urgent. So thoughtful consideration of educational matters goes by the board. Parents could make the Parent-Teacher Association a strong force for better schools; but they often permit it to dawdle with inconsequential trivia. They could hold meetings and exchange ideas about education and the schools, but they don't unless some row is on.

Now, there must be some way to keep all the people interested in their schools. There must be times and places for them to meet and discuss the work of the schools. And there must be an open channel of communication between the people, on the one hand, and the Board of Education, the school administration, and the teachers, on the other.

To serve these purposes the Palo Alto Education Council was formed about four years ago. The announcement of its formation includes this statement:

> We believe that the people are responsible for the schools; that the quality of education in any community is in direct proportion to the informed, intelligent, and active support of the schools by the people of that community. It is the purpose of this council to encourage and crystallize such support.

Whenever an individual or group of citizens expresses an interest in some phase of the work of the schools, the Council encourages study and discussion of the matter. If it is a topic of general interest public forums are arranged in full cooperation with the Parent-Teacher Association. After a busy day in office and homes scores of parents have considered such subjects as these: Current Methods of Teaching the Three R's; How a Community Can Attract and Hold Good Teachers; Counseling and Guidance; Teen-Agers and Their Friends; Is Discipline the Answer to Our Youth Problems?

Believing that boys and girls of high school age want responsibility, the Council fosters their participation with adults in community organizations and projects. Further, when convinced of the soundness of the proposals of the Board of Education for bond issues and increased taxes the Council gives vigorous support. The annual pot-luck dinner to welcome new teachers sponsored by Council and attended by hundreds of citizens is one of the happiest community events of the year.

But the abiding interest of the citizens is in the work of the schools. Obviously, the schools can't do everything. What, then, do the people expect of them?

To find the answer the Council asked the citizens of Palo Alto, "What do you want your schools to do for your children?" The question was answered by the parents of about 90 per cent of all the boys and girls in the public schools.

Here is what they say they want:

Everybody wants the Three R's taught well. The editor of the local newspaper puts it this way: "What we want is education that sends young people out into the world capable of understanding what they read or hear, expressing themselves clearly in either spoken or written words, and making their bank accounts balance."

But that isn't all the people want.

In their responses five characteristics of democratic citizenship stand out above all the others: tolerance, both racial and religious; skill in find-

(*Continued on page* 26)

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Education. *Far more than the ordinary run of humanity the schoolman is a book-reading and book-writing creature. Small wonder, then, that a representative sampling of new books on education, like those reviewed here, should faithfully reveal current trends in our schools and colleges. These volumes deal with topics of interest not only to professional educators, but to every public-minded citizen. On this page and the next are reviewed books dealing with broad problems of education; on pages 15 and 16 are reviews of books about the public schools; starting on page 17 are discussions of volumes on higher education. W. A. Yauch's "How Good Is Your School?" (page 15) is a good book to read in connection with* SRL's *survey on "The Public-School Crisis" (page 6). "General education," probably the most debated subject in the university world today, is aptly discussed on pages* 17 *and* 18.

Theodore Brameld—"courage of choice."

With Strong Convictions

PATTERNS OF EDUCATIONAL PHILOSOPHY. By Theodore Brameld. Yonkers, N. Y.: World Book Company. 824 *pp.* $5.60.

By Robert Ulich

IN OUR time of crucial choices we must ask for three qualities in a man who feels entitled to influence the future of education and through it the future of his nation. He must have the courage to make a choice among the many alternatives that confront us; he must know the reasons for his choice; and he must be sufficiently objective about his own and other people's points of view. About Mr. Brameld's courage of choice there can be no doubt, and with respect to scholarly objective he has tried as laboriously and honestly as a man can who at the same time has strong convictions.

However, the problem lies deeper. To what degree can the wealth of educational ideas and endeavors be organized and explained by use of the four "isms" used by the author, namely "essentialism," represented equally by idealist and realist philosophers; "progressivism," represented by the school of William James and John Dewey; by "perennialism," represented by the Roman Catholic Church and Robert Hutchins; and finally by "reconstructionalism," represented by Theodore Brameld? Categories of this kind are perhaps inevitable, but in education with all its didactical, social, and political ramifications they are perhaps still more a crux than in merely intellectual fields of thought. Are not all decent educators largely agreed upon the goals which Mr. Brameld sets up for his own educational philosophy, namely a world in which the common man is respected, in which the technological potentialities "are released for the creation of health, abundance, and security for the masses of people of every color, nationality, and creed," and in which "national sovereignty is subordinated to international authority"?

The difference, the author would say, lies in the fact that he wants the common man not only to be respected, but to be the ruler of the new world, and that the reconstructionist knows the right means toward all these desirable ends, whereas the others do not, or only insufficiently. Some of these others, especially the perennialists, may not even be honest about the democratic aims of education because they believe in "supernaturalism" and "fixed goals," prescribed by authorities which claim divine sanction. But there is among these perennialists Mr. Hutchins who, as the author admits, "has been known to say a good word for the methods of progressive education" and whose "support of international government . . . seems in accord with the advanced thinking of our time." In addition, does Mr. Hutchins, the Protestant, believe in the infallibility of the Pope and the bodily assumption of the Holy Virgin, as his perennialist neighbor Jacques Maritain is bound to do by his faith? These are not minor, but rather decisive educational and philosophical differences.

As Mr. Brameld himself admits, he has particular trouble with the essentialists. They have no real leaders. Apparently, they think too much. Among them are not only idealists such as Kant and Hegel, but also realists and agnostics such as Edward L. Thorndike and even the "orthodox behaviorists"; the latter are representatives "of a pluralistic materialism."

Reconstructionalism is indebted to all the schools of thought just mentioned, but is closest to Dewey and his followers. According to Mr. Brameld, however, it distinguishes itself from progressivism through its radical insistence on the importance of group and life consensus (has Dewey not done the same?), through its more radical and utopian definition of the economic and political aims of the future, and through its courage to accept the blame of "defensible partiality" for a Socialist (but no Communist) concept of democracy. With the progressivists the reconstructionist shares philosophically the naturalist interpretation of the world, the faith in the "scientific method," and the confidence in the final wisdom of the people (though "experts" are admitted). In the reviewer's opinion, Mr. Brameld shares with the majority of the so-called progressives also the incompleteness of their underlying theory of knowledge, or epistemology, the lack of a clear definition of the ontological problem, and the unwillingness to acknowledge the profound contrasts and polarities in human existence.

But concerning "abundance" there is a wealth of stimulating ideas in Mr. Brameld's book which makes it superior to most of what we have today in our educational literature. I am particularly sorry that space does not permit me to expand on the practical program of reconstructionism.

Robert Ulich is professor of education in the Harvard University Graduate School of Education. His books include "History of Educational Thought" and "Three Thousand Years of Educational Wisdom."

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Federal Viewpoints

EDUCATION THE WELLSPRING OF DEMOCRACY. By Earl James McGrath. Tuscaloosa: University of Alabama Press. 139 *pp.* $2.50.

By WILLIAM HEARD KILPATRICK

THOUGH modest-sized, this volume has significant importance. It presents the fundamental educational outlook of our recently installed U. S. Commissioner of Education and does this clearly and convincingly. The title of the book well states its inclusive outlook.

Some topics discussed are the advance already achieved by elementary education, "the secondary school today and tomorrow," the relation of "vocational education" to "national well-being," "democracy's road to freedom," and the proper contribution of education to our "foreign policy."

Certain specific positions taken deserve special mention:

1. Universal elementary and secondary education is an accepted American principle, but this is no longer sufficient. Free public education should now be extended, say, "through the fourteenth grade"; and local supporting funds should be supplemented by both "state and nation."

2. This extended education is necessary not only for the improvement of ordinary living; but, properly directed, it is especially necessary "to teach people to think clearly, especially about social and civic issues," and this most urgently now in our "world-wide struggle against totalitarianism."

3. "Avowed or proven Communists should not be permitted to teach"—their minds are closed. But controversial issues must be freely discussed. "The members of the teaching profession have, therefore, a moral responsibility to defend their right to discuss unpopular subjects and to bring to bear on these subjects such evidence as is available." On any other basis "teaching becomes a mockery."

4. "The day-to-day comparison of life under totalitarian regimes and under democratic procedures, coupled with fuller experience of democracy itself in our schools, is the best protection against subversive propaganda."

5. The best modern type elementary school, with its "cooperative pupil enterprises," focuses "attention on the child's social responsibilities," especially as centering "in the real life of the community."

Certain readers will question the absence of stress on the actual behaving of desirable traits as an essential condition of their effective learning. This factor is, as we saw, implied in the discussion on elementary education, but is not explicitly named either for secondary schools or colleges.

—*Harris and Ewing.*

Earl James McGrath—"inclusive outlook."

Available space does not suffice for an adequate consideration of what is perhaps the most significant feature of the book—university (post-collegiate) education. Hitherto the promotion of research has been confused with preparation for the recognized professions. To promote research adequately a new type "Institute of Higher Studies" seems required. Admission would be limited to those promisingly gifted in creative work. These should be "left completely free," each to pursue his special interest, find his own "challenging problem," and in due time "demonstrate" his "competence for creative scholarship."

For this reviewer the most valuable suggestion of the whole book concerns the preparation of college teachers. Hitherto this preparation has been built "around the work of the scholarly investigator," which means that "the future college teacher has learned little of the art and science of his calling." But "the education of investigators is one thing," "the education of teachers is another" and, the reviewer would add, almost totally different. Accordingly, college teachers should be "educated in institutions established for this specific purpose." Students in attendance should be "dedicated to a life of teaching" just as in medical schools the students are dedicated to the cure of disease. A graduate faculty wholeheartedly devoted to this specific task should be in charge. From such college teaching should come a new type citizen for America and for the world.

William Heard Kilpatrick is emeritus professor of education at Teachers College, Columbia University. His most recent book is "Philosophy of Education."

Soviet Motivations

RUSSIA'S EDUCATIONAL HERITAGE. By William H. E. Johnson. New Brunswick, N. J.: Rutgers University Press. 351 *pp.* $5.

By THOMAS WOODY

THIS BOOK, "written merely in the hope that, through an analysis of earlier Russian educational history, some light may be shed upon the motivations behind certain Soviet pedagogical procedures," devotes some fifteen pages to a glimpse of earliest beginnings after Christianization, the advice of Prince Monomakh, the *Stoglov* decrees, the *Domostroi* books, the Rules of the Lutsk Brotherhood, Mogila's Lavr School at Kiev, Moscow Academy, and related matters. The beginning of state universities (1700-1760) is given like space. The creation of state schools and the development of the system (1760-1825) are discussed in two chapters; these are followed by chapters on the reaction (1825-1855), an historical sketch of the Main Pedagogical Institute of St. Petersburg (1725-1858), the "great reforms" (1855-1894), the twilight of Czardom, and its efforts to promote, or prevent, education (1894-1917). Two briefer chapters follow on the status of teachers from 1897 to 1917, and the pioneers of Russian educational thought. A final short chapter offers certain comparisons of Czarist and Soviet tendencies.

Dr. Johnson's book is a welcome addition to the few earlier works in English (such as Thomas Darlington's "Education in Russia" (1909) and Daniel B. Leary's "Education and Autocracy in Russia" (1919) on education under the Czars. It should reach a generous audience. There will be differences of opinion, to be sure, as to how far the Czarist past explains Soviet tendencies. The author, himself, well aware of the danger of overemphasis on the past, warns against thinking "that the borrowings have been more important than the creations." It is to be hoped that Dr. Johnson will sometime draw upon his unique experience of education in the post-revolutionary epoch to give Western readers a better understanding of these "creations." Quite apart from the nice question of relative strength of old and new in present-day Soviet culture, most readers who reflect soberly upon this brief survey of Russia's educational past may agree that therein is to be found A Short History of How to Make a Revolution! Perhaps this mirror of history should be given those lawmakers who seem bent upon

(*Continued on page* 34)

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Guidebook for Parents

HOW GOOD IS YOUR SCHOOL? By Wilbur A. Yauch. New York: Harper & Bros. 213 pp. $2.75.

By EDGAR W. KNIGHT

A part of the confusion in education "is caused by parents" whom this "handbook" is designed to help. The schools are not as good as they should or could be if parents, who "just don't know what is happening in their schools," would spend on them as much as they spend on cosmetics and cigarettes. Their greatest need is for information about children which they can get by reading books on education or by consulting "educators" or other experts, because information about children does not "come just by living with them as parents." It comes from "the laboratory of child study." But Professor Yauch who, at the outset of this advice to parents, promises not to "sound like a college professor," properly warns that the "average parent would get intellectual indigestion if he tried to read" some of the books on education. More than fifty years ago Nicholas Murray Butler wrote that most of the books on education "were not nutritious as a steady diet."

Parents are here told that the buildings and other physical equipment of schools are nowadays "downright bad" and that until twenty-five years ago, when the Progressive Education Association tried to take over, "teachers were teaching children just about as they had since the beginning of organized education several centuries ago." The more energetic members of the PEA "wrote articles and taught in our colleges, telling teachers what was wrong . . . Like all revolutions this one brought with it both good and bad results." All educators even now, the author confesses, are not in agreement as to what makes the best kind of school.

In order to exhibit good educational practices, parents are taken on an imaginary visit to an imaginary school which nowhere exists but "is just a composite of all the fine things that ought to be in every school." He hopes the parents "will think of it as believable." On this imaginary visit the parents are expected to see an excellent building and grounds and equipment, orderly, appreciative, and respectful children of integrated personalities under excellent teachers and other ideal conditions. But he says that teachers and an educational program can do only so much. Angels must perform the miracles. This warning recalls Walter Biddle Saul's "I'll Stick Up for the Schools," in the *Saturday Evening Post*, April 15, 1950, when he answered some critics of public education and struck back at those "who carp because the schools don't make superhuman citizens out of human clay." The schools are pretty good, Professor Yauch says, if children acquire in them the ability to read, to speak easily and write clearly and simply, and to use numbers accurately; to know something about the world in which they live; to appreciate good music; to express themselves "in some art forms" and to show definite training in good citizenship.

The discussion of the great increase in knowledge of children and their needs and of the ways they learn is perhaps the most encouraging part of the book; but many parents perhaps already know some of the facts of child life here revealed. But the laboratory of child study should not be criticized if it can verify some information parents already have.

It seems difficult nowadays for schools to be good. The author could well have noted that inflation of curricula, increased functions of teachers, and disagreement among the educationists, as well as indifference of parents, have tended to increase the confusion.

Edgar W. Knight is professor of education at the University of North Carolina. He is the author of "Public Education in the United States," "Twenty Centuries of Education," and other books.

Rapidity of Change

THE SCHOOL IN AMERICAN CULTURE. By Margaret Mead. Cambridge: Harvard University Press. 48 pp. $1.50.

By THEODORE BRAMELD

BECAUSE it is probable that no science has stimulated educational theory and practice in the past decade as much as anthropology, a fitting recognition of its impact was the choice of Margaret Mead to deliver the Inglis Lecture at Harvard University in 1950—the most distinguished American lectureship in professional education.

Characteristically, Miss Mead sets her problem in the context of a number of cultures both primitive and civilized. Not without a smattering of confused exposition, she succeeds in drawing qualified analogies within each of several types of educational structure. The tradition-weighted "academy" emphasizes training reminiscent of the conservative, grandparent-child "rearing situation" found, for example, among certain American Indian tribes. The romanticized "little red schoolhouse," by reinforcing parental habits, roughly parallels the culture of tribes like the Manus where the "arts of adult life" accent child learning. The contemporary nursery school echoes the child-nurse pattern of control in which, as among the young of Bali, fullness of bodily and emotional expression is encouraged as wholly normal.

None of these structures is, however, adequate to the kind of culture within which education must now function. For, as against their relative stability, the devastating if scarcely surprising fact of our time is its breathtaking rate of change—a rate symbolized not merely by the technological revolution, but by such extraordinary developments in the human sciences that the teacher trained in the latest set of methods and principles often finds her equipment obsolete before her career has well begun. Moreover, the modern school is beset by conflicts: thus the influence of the classical academy and little red schoolhouse, with their concern to preserve past and present values, is counteracted by demands of the "city school" with its concern to prepare children for a future sharply different from that of their immigrant forebears. No wonder that the teacher is commonly a confused as well as harassed servant of society.

Miss Mead's ways of solving the problem are less provocative than her analysis of it. Her ideal teacher is one

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who manages to synthesize the grandparent, parent, and child-nurse models all in one fascinating person. She makes the interesting suggestion that in-service training be revised to give the teacher rich association with the rapid modifications of experience in children of ages both younger and older than her own charges. Finally, Miss Mead offers the paradoxical proposal that we need "a totally new kind of teaching—a teaching of a readiness to use *unknown* ways to solve unknown problems." Since, in other words, we of the older generation do not know how or what, we can at least admit that we do not, and then encourage the young to solve their problems anyway.

Such humility is commendable. Yet if, as Miss Mead admits in her final sentence, the younger generation can and should be equipped "to make the new inventions which are necessary for a new world," surely the task of the responsible modern school extends much farther than she suggests.

The truth is that, in addition to what is *unknown*, a tremendous store of facts and techniques "necessary for a new world" are already *known*. The trouble is that they are almost totally neglected by the typical school: facts and techniques about democratic planning and control of natural resources, of population, of monopoly; about neglected potentialities for health and for abundance of food, clothing, shelter; about the vast field of human relations to which Miss Mead has herself made contributions. It is curious that no explicit question is raised as to why knowledge of this sort is relegated to so trivial a place, if indeed it is studied and tested at all. Is the reason only that the school is torn by so many conflicts of purpose (the "academy" versus the "city school," say) that it knows not what to discard from the excess baggage of defunct pedagogy and sterile subject-matters? Or is it also because the school, dominated and intimidated as it so frequently is by forces fearful of what a genuinely exploratory education might do to them, dare not thus far challenge young people to envisage scientifically and esthetically the "new world" that they could build? However circumscribed by enforced brevity, no adequate discourse on so great a theme as the school in American culture would ignore this question, or fail to cope with it.

Theodore Brameld is professor of educational philosophy at New York University. He is the author of "Minority Problems in the Public Schools," "Mobilizing Educational Resources," and other books.

Margaret Mead—"humility is commendable."

Appeal for Religion

THE BLIND SPOT IN AMERICAN PUBLIC EDUCATION. By Clyde Lemont Hay. New York: Macmillan Co. 110 pp. $2.

By WILLIAM TAEUSCH

HERE IS a vigorous plea for clear vision where now is a blind spot in our American public education. Persuasively Mr. Hay appeals for the restoration of the teaching of religion in our tax-supported schools as the best counteraction to our religious illiteracy and to our juvenile delinquency and appallingly increasing crime. "Those who contend that there is no direct relationship between moral order and religious faith" are refuted by "the whole experience of American cultural development."

To those who believe that religion is the sole responsibility of the churches Mr. Hay, a Methodist Episcopal minister and for seventeen years a member of the headquarters staff of the Sunday School department of his church, has a realistic reply. With the churches fragmentized into more than three hundred denominations, and with our American policy of friendly separation of church and state, it is impossible for public schools to sanction sectarian teaching in their curricula. Furthermore, the total membership of all our churches comprises little more than half our population, presumably the more law-abiding half. The result is forcibly stated in a quotation by Nicholas Murray Butler: "The separation of church and state is fundamental in American political order, but so far as religious education is concerned, this principle has been so far departed from as to put the whole force and influence of the tax-supported schools on the side of one element in the community—that which is pagan."

Mr. Hay points out that "there is a vast difference between the church as an institution and religion as a human faith and experience," making a distinction that is of prime importance in clearing this vexed problem.

In the famous Champaign case the United States Supreme Court decided on March 8, 1948, that the schools of Champaign, Illinois, were acting illegally in permitting sectarian education in their buildings to students on released time. But this decision, Mr. Hay shows, does not prevent the teaching of essential religion in the daily studies of our schools. Like an increasing number of educators, Mr. Hay declares that to exclude all consideration of religion is to cut out one of the richest elements of our American civilization with the result that all our education is distorted. More and more in recent years the appeal is being made by educators at all levels for our education to be whole.

The specific suggestion of this book is for educational and religious leaders to cooperate in formulating a curriculum that will conform to our national policy on one hand and on the other will satisfy local religious needs. Harry Emerson Fosdick is quoted in a request to present "to American youth in the schools the spiritual heritage of our Western world—not as propaganda, but as basic knowledge—if they are to understand even where our democracy came from and what it means." Already much work has been done here by the American Council on Education. As immediate examples for local school boards to study Mr. Hay cites the schools of Los Angeles and of Highland Park, Texas.

For those who believe that the strongest foundation of morality is religious faith and that democracy is rooted in religious principles this book urging the restoration of the teaching of religion in our schools makes sense.

William Taeusch is the dean of the College of Wooster, Wooster, Ohio.

LITERARY I.Q. ANSWERS

1. Ambrose Bierce. 2. Lord Byron. 3. Miguel de Cervantes. 4. Lord Chesterfield. 5. William Congreve. 6. Oliver Goldsmith. 7. Edmund Prestwich. 8. Alexander Pope. 9. William Shakespeare. 10. O. Henry. 11. Thomas Otway. 12.George Meredith. 13. Friedrich Nietzsche. 14. W. M. Thackeray. 15. Horace Greeley.

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Latest Fashion in Academic Life

GENERAL EDUCATION IN TRANSITION. Edited by H. T. Morse, Minneapolis: University of Minnesota Press. 310 *pp.* $3.50.

THE IDEA AND PRACTICE OF GENERAL EDUCATION. By Present and Former Members of the Faculty. Chicago: University of Chicago Press. 333 *pp.* $3.50.

By Howard Mumford Jones

PEOPLE NO longer read Blackstone's "Commentaries," but as I ponder these two volumes of specialists' papers in general education my mind reverts to that great work. Blackstone desired to demonstrate the centrality of British law to human culture. For him law, science, reason, and the will of God added up to unity. He fused the disparate parts of British law into a single harmony, in the light of which, to paraphrase Clarence H. Faust's essay (found in both volumes under review), men could deal rationally with the problems which confront all members of our society. For Blackstone (I paraphrase another sentence about general education) legal training was the best preparation of youth for the personal and political problems with which men in society are confronted. He was so persuasive that as late as about 1910 the American bar was setting up a statue to him as the chief shaper of American legal study.

Blackstone performed an important historical service. Legal theory and practice had been chaotic; he imposed simplicity and order; and, though it was not the right order, it served for two centuries. He was a conservative clinging to the nature of the society in which he lived, British society in a beautiful theoretical balance; and he could see no good reason why this society should not indefinitely continue, provided a few obvious errors were corrected in the light of reason.

So it is, it seems to me, with the latest fashion in American academic life, general education. As with Blackstone the negative part of the program is admirable. Its proponents desire simplicity and order because, they argue, education is presently chaotic. In a society resting upon mensuration, industry, and technical research, knowledge is vast; and they desire to codify it. Like Blackstone, they are essential conservatives, lamenting the vagaries of pedagogical radicals—low fellows who invented the "cafeteria technique of the elective system," and they propose to substitute a Grand Design. One of them, indeed, complains of courses which "contain a vast quantity of material for which the average citizen has little if any use" (it is odd that European students flock here for these same courses!). In this theory what the average citizen is to have for his use is to be determined by specialists in general education, one of the hoped-for results being that properly educated citizens will avoid "too much traveling in packs, too many sectarian loyalties, too much orientation to party lines and factional decisions, too many organizations and committees."

Alas, that mankind has always traveled in packs and adventured among sects, factions, and parties. But adventure is now to be carefully regulated—it is to be adventure among chosen masterpieces, selected social theories, and classical experiments in science. All this is to strengthen "the reasonable faith that a community of free men . . . can rise to new occasions . . . nobly and intelligently . . ."

This is an admirable aim. The University of Chicago volume reports the slow and painful steps by which the theory and practice of general education have been reached. The Minnesota book is the record of a conference in Minneapolis on the general theme. But the planners of the conference recognized that there would be "some resistance to skipping over in so cavalier a fashion . . . the significant factors, such as basic definitions and considerations," a sharp focus on "practical 'next steps'" being the note of the meetings.

But this American zeal for the practices of unity without deeply considering what unity is—this troubles the sympathetic observer and calls up the shadow of Blackstone. What general education needs is not practical details but philosophic inquiry.

Various contradictory aims are set forth in these books. There is the aim of correcting excessive specialization, but this is mere negativism, and, moreover, "excessive" is a weighted word. It has still to be demonstrated that intelligent specialization is not *per se* basic. Another writer declares that general education rests upon the "basic wants of man." But the basic wants of man remain indeterminate in these essays. Passing over the obvious difficulty that in industrial society the basic wants of man include job-training, which is anathema to general education, the basic wants of a biologist at Chicago, of a monk in Tibet, of a cowboy in Argentina, and of a Muslim in the Arabian desert are complicated matters. A third theory identifies "general education" with "liberal education." But liberal education produced the elective system, for it, too, sprang from faith in reason to be brought to bear "upon the opinions, the attitudes, the institutions, the behavior of the society in which the college functions."

A fourth theory says that general education is to deal with "the problems which confront all members of our society alike," but "our society" now comes to mean North American society in the twentieth century. A fifth theory confines general education to "Western man," a sixth declares it

Campus scene at University of Minnesota, where a conference on general education was held—"a dangerous cultural parochialism."

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to induce the philosophic acceptance of a "free society" ("democracy"), and a seventh expands it to the problems of the world.

Much of the material set forth is, in fact, high-class "education in democracy," and it is doing no good. It is doing us no good because it encourages us in self-righteousness and discourages us from looking at human values from any other point of view than our own. The essentials of education become the records and activities of that extremely small fraction of the human race on the peninsulas of Europe, in the British Isles, and in North America above the Rio Grande. This culture is assumed to be both normal and final—its literary masterpieces, its science, its social analysis. The outlook of the Latin countries is but intermittently studied, the world of the tropics is ignored, the Latin-Americans scarcely participate (are they not pale imitations of ourselves?), the Slavic world is dealt with at arm's length, and, most dangerous of all, the timeless cultures and myriad life of Asia are virtually ignored.

So long as general education claims a specious universality, so long will American educational practice increase a dangerous cultural parochialism—that parochialism which has aroused the hostility of Asia. I, for one, urge upon the advocates of this attractive novelty that, before they become too deeply involved in the practical details of curriculum and course work, they attempt to redefine what they want to do in terms of those "basic definitions" the Minnesota conference apologetically omitted.

Howard Mumford Jones, formerly dean of the Graduate School of Arts and Sciences at Harvard, is professor of English there.

The Democratic Responsibility

LIBERAL EDUCATION FOR FREE MEN. By Thomas Woody. Philadelphia: University of Pennsylvania Press. 296 pp. $4.

By I. L. Kandel

FEW PROBLEMS in education have been so widely discussed in the last decade, both in the United States and abroad, as that of liberal education—its meaning, aims, and content, and the methods of imparting and acquiring it. The widespread interest in the subject reflects the current need of adapting education to the great cultural changes that have taken place since the beginning of the century and at the same time represents a realization that the liberal tradition must be reexamined to select those elements in it that must be perpetuated.

A definitive solution of the problem has become more difficult partly because of the vast amount of knowledge now required to understand man and the world in which he lives, and partly because of responsibility assumed by modern democracies to make a liberal education more accessible to far larger numbers than were ever reached by the traditional concept. The type of liberal education at one time suited for the preparation of a social or intellectual elite can no longer be imparted without modifications to students whose numbers represent a vast range of intellectual abilities and of needs.

The social and economic changes which have proceeded in the last half century with increasing momentum have produced a more immediate interest in preparation not only for the so-called liberal professions but also for all types of wage-earning careers. Advances in the standards of living, reduction in the hours of work, and increased amount of leisure have placed upon educational institutions, both secondary and higher, a new responsibility which they did not have in the past. At the same time there has been a shift of interest from the humanities to the sciences. And, finally, the growing responsibilities of enlightened citizenship have also made preparation for them a major concern.

Professor Thomas Woody has drawn on his wealth of scholarship to present in "Liberal Education for Free Men" "the variant, conflicting patterns and definitions of liberal education which clearly cannot *all* be valid now," but which "inevitably suggest the desirability of an evolutionary view of the matter." For "it seems highly important that . . . the changing and permanent elements be kept clearly before us, as we seek today for a valid formulation of the patterns of liberal education for free men." Accordingly in the first seven chapters of the book a survey is presented of Chinese Modes of Liberal Learning (which does not appear too relevant), The Athenian Pattern, Theoretical Reconstruction (Plato and Aristotle), Janus Views Liberal Education (the Roman period), Liberal Learning in Extremis, New Life and Education, and Disciplinary Interlude. The eighth and last chapter "focuses past exprience, with its limitations, and the impact of social change upon this problem" of liberal education for free men.

Such an education should, according to Dr. Woody, provide training in speech, letters, sciences, art, and politics with an appreciation of their interrelationships and an understanding of values. The arguments in favor of such a curriculum would be generally accepted. The same cannot be said for the author's attempt to solve the dichotomy of liberal versus vocational education. The greater the effort to make vocational education liberal the less successful will be the training in the needed skills. Liberal and vocational education are in two different categories, and the methods appropriate to each must be different. The emphasis on "general education" in recent years arose as a protection against the increasing specialization—or vocational preparation at a higher level. The task is not to solve the dichotomy by denying its existence, but to devise the best methods for imparting each —liberal and vocational education.

Valuable as is the story of the development of liberal education presented by Dr. Woody, he fails to stress sufficiently the fact that it is not the subject that liberalizes or makes men free. The same subjects have, in fact, been used under political regimes that

(*Continued on page* 32)

Regal

By A. M. Sullivan

SARGON was the first king,
Jargon was his tongue,
Bargain was his business
When the world was young.

Sunder was the last king,
Thunder was his speech,
Blunder was his business,
And that's enough of each.

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Fiction. *A new work from one of the greatest living novelists is always an event. The event is all the more gratifying when it marks a distinct advance in the master's art, as is the case with Thomas Mann's "The Holy Sinner," reviewed below. Even those readers frightend away by the philosophical profundities of "Doctor Faustus" are likely to be caught up by the new book's swift-moving, absorbing narrative. There is good news, too, for readers seeking new talent. Clement Richer's "Ti-Coyo and His Shark" has already been acclaimed in France and seems destined for a similar reception here. Now the annual reports are in from both of those lynx-eyed scouts for fiction talent: Herschel Brickell and Martha Foley. Mr. Brickell's "Prize Stories of 1951" is reviewed on page 21. Another talent to watch for: William Styron, whose "Lie Down in Darkness" will be reviewed next week.*

Woven in a Medieval Tapestry

THE HOLY SINNER. By Thomas Mann. Translated by H. T. Lowe-Porter. New York: Alfred A. Knopf. 366 pp. $3.50.

By Siegfried Mandel

THIS twentieth-century retelling of the medieval story about Gregory's descent into the pit of incest as a sinner and his rise to the Papal throne as a saint may be considered a personal accomplishment for Mann. For in this novel he has succeeded in achieving what has long been one of his chief goals—to write a sustained work compounded of irony and comic improvisation.

In narrative structure "The Holy Sinner" resembles the episodic qualities of the "Joseph and His Brothers" series and the Indian myth-fantasy "The Transposed Heads." It makes no pretense of approximating the profundities of "Joseph," "The Magic Mountain," and "Doctor Faustus," yet it represents a noticeable gain in Mann's art. Here he experiments with techniques which yield startling realism and deep-seated comedy, resulting in increased dramatic intensity. The character creations are among Mann's memorable best, and the novel is at once complex enough with its latent meanings and symbolism to please the literati; more important, the general reader is treated to an exhibition of some of our best contemporary story-telling.

The kind of irony Mann achieves here, it seems to me, is the setting up of pretentious and grandiose situations and breaking them apart in a gentle, spoofing manner, exposing their comic kernel; sometimes, in a more serious vein, the setting up of illusions and then dissipating them in a shower of mellow disillusion. Irony at its most difficult best is a literary road to the understanding of psychological problems which plague men; it is especially the eternally contrasting and warring elements of love and death, eroticism and sin, religion and implied skepticism that are here given an entirely fresh treatment within a splendid narrative framework.

The narrator in Thomas Mann's last novel, "Doctor Faustus," tells of the fascination the Gregory tale in the "Gesta Romanorum" held for Adrian Leverkuhn, and he explains the attraction which the tale held for Adrian as it no doubt does for Mann: "It was an intellectual charm, not without a trace of malice and solvent travesty." This is the cue for the mock-serious tone of "The Holy Sinner." Again we have a narrator, this time in the authoritative garb of Clemens, an Irish monk, who puts the tale of the sinner and saint on parchment in the medieval monastery of St. Gall. Mann's purpose in introducing a narrator is to picture two sets of emotions: the emotions of the narrator as he is writing and, of course, the emotions of the characters who play their part in the novel. The relationship of these two sets of emotions is modeled on the polyphonic technique in music. More important than this interesting example of musical motif transferred to literature is the emergence of the monk Clemens as a fictional character in his own right. One feels the embarrassment of the medieval scribe as he describes, without sparing feelings or details, one of civilization's most prized taboos—incest; but Clemens, who provides considerable intellectual charm with his running commentary, easily extenuates his narrative by calling it "at once frightful and highly edifying," while the travesty becomes almost self-explanatory in the incidents of the novel.

The bare bones of the novel, like the twelfth-century French and German versions of the Gregory story, form a rattling mythological skeleton. Gregory is the offspring of the incestuous union of Wiligis and Sibylla,

—Illustrated by William Sharp from "The Holy Sinner."

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children of the Duke Grimald of Flanders. Rather than expose the incident to public censure, the infant is set afloat in a casket, found by fishermen, and adopted by an abbott. As an adolescent Gregory discovers his questionable origin and sets out to find his parents and, symbolically, his own identity. His travels end in the country of his birth, which is torn by hostilities caused by one of Queen Sibylla's suitors. Gregory bests the suitor, marries the queen, and several years later his queen-mother bears him children. Lamentations are in order when Gregory and his wife-mother find out the truth. Sibylla abdicates and becomes a roadside samaritan while Gregory intends to spend the rest of his life doing penance on a little, barren island; but after seventeen years a divine call rescues Gregory from isolation to assume the Papal throne. THhe story ends on a happy, platonic note as, purged of its sins, the family is reunited.

In Mann's hands this remote, legendary material comes to life in an amazingly credible fashion as the medieval tapestry of the novel reveals miniature pictures of the customs and superstitions of the times.

Against the larger design many brilliant character creations stand out —alive and dynamic in language and action, amusing in their pettiness, and sympathetic in their seriousness. There is the robust portrait of the widowed Duke Grimald; Clemens, the narator; Gregory who, like Oepidus of the Greek myth, tried to outpenance penance in an age when the hair shirt was in vogue; Sibylla, who would have taken her extraordinary experiences as maiden, wife, and mother in stride were it not for the fact that conventions demanded an appropriate demonstration of a horror she really did not feel; and the two Romans to whom the same vision of the bleeding lamb appeared with instructions to find Gregory, one of them feeling slightly superior because of a detail in the vision which escaped the other.

In addition to the convincing historical details, the language of the characters is amusingly suited to their profession.

Yet credibility does reach a breaking point when it comes to the possibility of Gregory's survival for seventeen years on a rock-island. Mann's solution is bold comedy as he seizes the cliche "mother-earth" and has Clemens pseudo-scientifically explain the earth's maternal and nourishing capabilities.

H. T. Lowe-Porter does her spirited best to capture the intriguing charm of the original German version in her translation.

Herbert Gold—"has something to say."

Suburban Rebel

BIRTH OF A HERO. By Herbert Gold. New York: The Viking Press. 370 pp. $3.50.

By Harrison Smith

HERBERT Gold is a young man as novelists go, a war veteran who has studied philosophy in Columbia University and in France. He has something to say in his first novel that is worth listening to in these days when most of our serious fiction is cluttered with the tag ends of psychoanalysis and drowned in a morbid interest in sexual aberrations and misanthropy.

His story is concerned with that well-known character, Everyman, in this case a family man with a house in the suburbs, a wife, two children, one son-in-law, a mistress, and two or three friends. Externally he resembles the hero of Louis Bromfield's latest book, "Mr. Smith," who ran away toward war and death to escape his overwhelming boredom. Mr. Gold's Reuben Flair was a silent, mildly successful businessman, consultant in legal problems to a large firm in Cleveland trading in farm implements. Until his forty-fifth birthday he was unaware of anything except his inability to discover any particular sense in his unvarying daily routine. But that night when he stood before the lighted candles at his dinner table he was for some reason not surprised to know that he wanted to be a hero. Now, listening to "the social snickers and whispers of his assembled family at a dinner at which he had always been eaten he wanted to eat." There were three guests at the Flairs' dinner, an elderly, philosophic bookseller and his wife, and a neighbor, an attractive, lonely widow whom Ruth Flair had compassionately invited. Reuben makes an awkward attempt at a speech, for his vocabulary is limited, a fault that the author cures rapidly as the book advances. When he cuts his finger on the bread knife the widow Lydia says, out of the blue, "Every man can be a hero, or at least wants to be a hero."

The next morning Reuben breaks the habit of years by rising at dawn and going for a walk; he also climbs a tree, catches the eye of Lydia, and breakfasts with her. After a few days the staid Mr. Flair is behaving like an accomplished suburban roué, lying to his wife and spending evenings and an occasional night with his charming neighbor. When he stays away from the office one day and often arrives late his offensively benevolent employer decides that there must be something to this silent and hard-working man and raises him to the exalted rank of assistant deputy office manager. His love affair is happy and serene and astonishingly removed from the vulgar scandal that mars the course of extra-marital relations in small communities, particularly when a lone woman lives around the corner from her lover. At any rate, Mrs. Flair knows nothing about it.

This pleasant state of affairs would have continued indefinitely if Lydia had not introduced into the Flair home as her brother a disreputable sailor with one glass eye. Reuben comes home one night from Lydia's arms to find a lean, somewhat sinister character sitting on the porch. Larry is a wanderer and in his own limited way a philosopher. While Reuben is always asking why the facts of life or human conduct are what they are, Larry is trying to discover the mechanism that moves his benefactor to make love to Lydia and at the same time sincerely love his wife. Though he is a rough specimen, he is a carpenter and a cook, and he fascinates everyone, especially the Flairs' small son. His involvement with philosophy leads Reuben into extraordinary conversations with Lydia.

"Lyddy, do you have any idea what it's like to be dead?" he asks her one night. . . . "I thought death is the kind of secret no one knows—no one wanted, I mean . . ." Lydia's smile retreated "into a hard point of light suspended and floating in her eyes, like a speck of dust that had once been inspired by the sun. With a flat drawl that drained all the music of her voice she murmured, 'Everyone wants to die.' "

One day Larry vanishes, after he has told Mrs. Flair two startling truths: that her husband is having a love affair with Lydia and that he is her husband. She accepts this state of affairs with resignation. But when he suddenly returns melodrama takes the place of philosophy. At last Reuben discovers what ails his strange friend; he had been afraid of blackmail, but he was

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confronted with hatred. In the process of trying to stab him Larry shouts, "You took everything—you tried to give me what I didn't want," meaning, the reader supposes, Reuben's gift of friendship. Though he has been slightly wounded, Reuben says calmly, while the knife described little circles, "You had to do this. That was the risk for you, that was all you dared—to like me so that you could hate me the way you wanted to."

In the end when Larry is obliging enough to commit suicide everything is tranquil; and Reuben discovers that his wife has unsuspected virtues of patience and integrity. His love affair is at an end, and he looks forward to making a better speech on this forty-sixth birthday.

Fable Without a Moral

TI-COYO AND HIS SHARK. By Clément Richer. Translated by Gerard Hopkins. New York: Alfred A. Knopf. 235 pp. $3.

By Henri Peyre

IT IS refreshing in this year of grace and this reign of fear to hit upon an unassuming little book which tells a story and tells it with grace, with economy, and with humor. Telling a tale which neither preaches nor prophesies, which conceals no symbols, and which plainly entertains and charms is becoming a scorned art.

This is a simple and entertaining story, artfully written but deceptively naïve, which appeared in French in 1941 and was acclaimed by many in Paris. Its publisher advertises it as "an immoral fable" and "an unholy delight." But it was crowned by the French Academy and, while rewarding evil as life and, even more so, literature is wont to do, it places it into an unreal world in which it is purified. It is, indeed, a highly suitable story for teen-agers.

The author is from Martinique and thirty-seven years old. He has published several novels in France, where he went for his education. He has mastered the art, which used to be called French, of omitting the unessentials and of treating his characters, and incidentally the order of this world and the strange workings of Providence, with a gentle irony which recalls Voltaire's novels. Ti-Coyo is the son of a half caste hunchback and of a mother, monstrously ugly, whose parents were a Hindu and a Chinese living in Martinique. The boy (Ti stands for Petit) is illiterate, addicted to thievery, but handsome, wily, and a keen reader into the secrets of nature. He spends his days in the sea and devises an ingenious scheme to enrich his miserable parents. He will monopolize the diving for coins thrown by passengers from the decks of ships calling at Saint Pierre harbor.

His method is to catch a baby shark, to raise him in a salt lake at the foot of the volcano and bring him his daily growing ration of fish, and to accustom the monster to treating his boy companion as a friend. The shark soon eats up a few of the rival divers for silver dollars in the harbor and assures Ti-Coyo his coveted monopoly. Ti-Coyo risks his life to free his beloved shark when the fishermen have conspired to capture him in a brass wire trap. In return, the shark, sensing the dreadful eruption of Mount Pelée (the story takes place in the middle of the last century) lures him, his family, and the beautiful white girl Lucie, the daughter of the richest planter in Martinique, into a secure refuge on a nearby island. Forty thousand persons perish, including the family of Lucie. But the flaxen-haired girl lovingly shares Ti-Coyo's life, cooks for him in the hearth, gives him a boy whom a missionary pastor succeeds in baptizing.

Life returns to Saint Pierre. The shark, which had had a treat with the floating corpses, will presumably die and Ti-Coyo and his wife live happy ever after. The cruel but touching fairy tale is all fragrant with the scent of exotic flowers and trees, the mysteries of submarine life, and the gambols of the shark amid the waves.

—Carl Van Vechten.

Clement Richer—"neither preaches nor prophesies."

Contemporary Scene

PRIZE STORIES OF 1951: The O Henry Awards. Selected and edited by Herschel Brickell. New York: Doubleday & Co. 325 pp. $3.75.

By William Peden

THE variety of this annual collection of distinguished short fiction is well illustrated by the three stories singled out for special praise by Mr. Brickell and an advisory board composed of Nancy Hale, Joseph Henry Jackson, and Mark Van Doren. First prize was awarded to Harris Downey's "The Hunters," the story of a day in the career of a combat infantryman separated from his platoon during the invasion of France. The wandering protagonist is a lost man, bewildered and debased by fatigue and the meaninglessness of destruction; his story becomes, as Mr. Jackson comments, that of all lost people everywhere, without reason and with very little hope.

The second award was given to another story of another war and a handful of people whom war destroys, Eudora Welty's "The Burning," a richly connotative study of a Mississippi family whose house is destroyed by Sherman's invaders. The third-prize winner, Truman Capote's "The House of Flowers," shows a more versatile author than many of Mr. Capote's earlier critics believed him to be; this is an essentially "sunny" story, saturated with the atmosphere of what Miss Hale aptly calls a West Indian Garden of Eden, with its naïve prostitute Eve.

A different set of judges might have bestowed their awards upon other excellent stories like William Faulkner's narrative of how Jefferson, the county seat of Mr. Faulkner's legendary Yoknapatawpha, received its name, "A Name for the City." Or to Jean Stafford's "A Country Love Story," a powerfully conceived and beautifully developed psychological study of the failure of two people and their marriage. Or to Arthur Miller's "Monte Saint Angelo," an extremely intelligent, effective, and restrained treatment of the racial minority theme. John Cheever's "The Pot of Gold," John Hersey's "Peggety's Parcel of Shortcomings," and Oliver La Farge's "Old Century's River" also merit special attention.

Among the most interesting work of younger, lesser known, or less established authors are Frank Rooney's "Cyclists' Raid" and Robie Macauley's "The Invaders," both of which build up suspense admirably, are original

(*Continued on page* 50)

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The New Illiteracy

THE biggest need in American education today is not for more school buildings, higher salaries for teachers, or free colleges. All these are important, but they are not nearly so important as the need for some diamond-hard thinking about education itself. Against the background of a world that stopped crawling fifty years ago and began to catapult, how do you define an adequate education?

The present debate over education is not addressing itself to these questions. Instead of a vast and inspiring nation-wide re-examination of the purposes of education for our time, an increasingly nasty controversy is developing under a fast-lowering ceiling. American education is confronted by a prodigious challenge to help prepare our people for new and awesome responsibilities in the world. Yet too many Americans today are exhibiting a passion for trivia—in school matters as in almost everything else. The air is thick with false issues. It should be a time for greatness, but some people can think of nothing more vital to do for education than to rush into the schools under the blazing banner "Back to the Three R's." Without even pausing to ascertain whether there is any real conflict between the traditional concept of the Three R's and some of the newer courses of study, they are vaulting to the false conclusion that educators are trying to get by with "frills" instead of basic tools.

Then there are the tax whittlers and budget slicers who are determined that the cost of government and public services must be brought under control at some point and that the proper place to start is in the schools. Careful, cautious spending is essential to a sound school system, and there is no argument over that. What seems to be involved here, however, is a growing disposition to put the need for economy ahead of the need for education. In many places school superintendents are being judged not according to their ability to create a vital educational atmosphere for the community but according to their talents as glorified-janitors, chalk-savers, and penny-pinchers. Meetings of boards of education, which ought to be concerned with what the youngsters themselves are getting out of schools, are being bogged down in interminable wrangling over figures instead of ideas.

Meanwhile some of our schools are becoming the happy-hunting grounds of self-anointed super-patriots. They see in the present national anxiety over the world crisis an ideal opportunity to divide parents and educators and to purge the schools of those persons and ideas that do not happen to coincide with their own dwarfed notions of a rounded educational curriculum. They have no real program except perhaps to start a stampede back to the womb of a blistering nationalism.

A national debate over education is desperately needed today, but such a debate should be concerned with values, with substance, with content. The schools are vulnerable to criticism precisely because the sights of American education are not high enough. The definition of what constitutes a truly educated person has expanded so greatly that the average college graduate of 1951 stands about where a high-school graduate did, let us say, in 1920, in relation to the times. The problem of closing this gap is not less important than the Kaesong conference or the Iranian oil crisis or the rearmament of Western Europe. We may live in a world we never made, but not until we understand the complexion as well as the complexities of that world will we be able to make it reasonably safe.

THUS THERE IS emerging in America today a new illiteracy. It is the illiteracy of those who can read or write but who are unable to appraise living history or to offer any informed contribution to the decisions America will have to make as a nation if democratic values are to survive. It is the illiteracy of those who exist in the second half of the twentieth century but who do not participate in it. It is the illiteracy of those who are unprepared for the building of a world community. They have been educated to make them aware of the differences that keep peoples apart but they are tragically ignorant of basic similarities that can bring peoples together. No community neighborhood has ever been smaller than the world neighborhood is today, in the sense that every man's welfare and destiny is interlocked with everyone else's.

The Indian-philosopher Ananda K. Coomaraswamy in a probing, disturbing little book of essays published a few years ago, "Am I My Brother's Keeper?," draws up a compelling indictment against our education—not merely against the lower echelons but against professors and educators. He is concerned with the sum total of what our schools produce. He finds that our education at its best does not begin to meet the needs of modern man. The entire complex of Asia today, for example, is as meaningful to our future as almost anything happening in Europe or America. Yet, "who knows this East?" he asks. "It is from our philosophers, scholars, and theologians that we have a right to expect such knowledge . . . We need mediators to whom the common universe of discourse is still a reality, men of a sort that is rarely bred in public schools or trained in modern universities. The primary problem is that of the re-education of Western literati . . . We need men who are not afraid of being told that human nature is unchangeable. The modern West must be renewed—in knowledge."

Whatever the uncertainties about the future may be, of one fact we can be sure. The present generation and the next generation and the generations after that will have to be citizens of the human community. They will have to be at home in many lands and among many peoples. They will have to talk many languages and comprehend many philosophies, psychologies, and approaches which are now uncharted in much of present-day American education. They will need a special knowledge, certainly; but they will need something far more important — an intense awareness of human values and of the conditions under which those values can be created and maintained.

When educators and friends of the public schools win their present fight against their detractors, as they will, they can congraulate themselves upon an important victory. But that victory may be meaningless unless it is regarded as the earned opportunity to face up to the real challenge—which is to rescue modern man from the danger that he is on the way to becoming a living anachronism. —N. C.

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LETTERS TO THE EDITOR

Mr. Viereck and *The Nation*

SIR: Peter Viereck's article in a recent *Saturday Review* is a bracing reaffirmation of the essential liberal (or, as he would put it, conservative) opposition to totalitarianism—an opposition that cannot be diluted or comprised.

I am particularly glad that he directed attention, not alone to the sickly neutralism of the doughface left, but to the hardboiled neutralism of the reactionary right. General MacArthur told us at Boston that it was "nonsense" to fear external attack; the only serious foe was within; and the way to defeat this foe was to lower the tax rate. These may well be the premonitory symptoms of a right-wing neutralism, flying the banner of "go-it-alone" and maintaining the purity of its anti-Communism by ignoring the rest of the free world.

I am glad, too, for Mr. Viereck's candid words about Franco. George Orwell used to warn liberals about the hazards of trying to be anti-fascist without being anti-totalitarian. It is no smarter and no safer to try to be anti-Communist without being anti-totalitarian.

ARTHUR SCHLESINGER, JR.
Harvard University.

SIR: Most of your readers, I think, will agree with the major emphasis of Mr. Viereck's article on "Sermons of Self-Destruction" in your issue of August 18. Yes, the Soviet threat *is* the most important political fact of our day, and neutralism is not in order. But a writer of Mr. Viereck's stature, while trying to correct other people's sense of proportion, should not lose his own sense of proportion and slash out so recklessly at people who have equally honorable records as fighters for democracy. I happen to agree with Mr. Viereck in his emphasis upon the urgency of fighting Communist aggression, and I also agree that American idealism in foreign affairs has been sadly underrated, but this does not justify such a one-sided summary of the case of *The Nation*, or such flaccid maunderings on the issue of Catholic power.

Many friends of *The Nation* feel as I do that Mr. del Vayo, while deserving great esteem as a journalist and anti-fascist, has consistently understated the case against Soviet foreign policy, and they concede that he is scarcely in character as the foreign editor of a liberal publication. I also think that it was a serious error for Freda Kirchwey to refuse to print Clement Greenberg's attack upon Del Vayo, and to withhold from *Nation* readers the protests of men like Arthur Schlesinger, Jr., Robert Bendiner, and Reinhold Niebuhr.

But no one who knows Freda Kirchwey can doubt her fundamental integrity or her fundamental opposition to all forms of totalitarian power. She honestly believes that there is a better chance for an honorable adjustment between the East and the West if the Administration adopts a less intransigent attitude toward the Soviet Union, and she defends her thesis with considerable skill. I happen to think she is wrong, but her analysis is both debatable and honorable, and it is certainly too cogent to be dismissed with a broadside of self-righteous scolding. It can hardly be said that she is running away from the Del Vayo issue entirely when she is willing to take the Greenberg letter into court and attempt to prove to an American jury that both Del Vayo and *The Nation* are guiltless of Mr. Greenberg's charges. When the trial comes Miss Kirchwey will be able to prove that in the critical hour of the invasion of South Korea by the North Korean forces *The Nation* was found in the American corner, and that the overwhelming weight of comment in the magazines in recent years has been against Soviet aggression.

I would like to see the present feud between *The Nation* and the *New Leader* settled out of court without any more attacks on either magazine by side-line intellectuals. Both journals are inspired by a genuine concern for social justice, and both have a useful role to play in the present situation. I confess that I like to read them both in spite of their sharply contrasting emphases. When the readers of the *New Leader* think bitter thoughts about *The Nation* for acting in a manner which seems to them to indicate a betrayal of liberalism they should remember that for many readers of *The Nation* the *New Leader*'s drift away from its original Socialism seems a more obvious betrayal. *The Nation* under Freda Kirchwey has a long and distinguished record for printing the kind of articles that the great commercial journals refuse to carry. It would be a tragedy for American journalism if the current vendetta against *The Nation* should silence its stimulating voice.

Both *The Nation* and the *New Leader* have a hard financial struggle, and they should not waste their substance in bickerous living. Couldn't the issue between them be arbitrated? I suggest for the project such men as Norman Thomas and Judge Learned Hand. And why shouldn't *The Saturday Review* take the initiative in trying to settle this unfortunate squabble?

Meanwhile, I thought Mr. Viereck reached a new low for a cultured conservative in his comments on "Catholic-baiting" and *The Nation*. The growing opposition to clerical dictatorship among liberals throughout the world, which is spearheaded in the United States by *The Nation*, is not based on any personal animus against Catholics any more than the opposition to Stalin is based on personal hatred of Russians. It is reasoned resistance to clerical encroachments on the democratic way of life. *The Nation* and Freda Kirchwey have an absolutely consistent record as enemies of Catholic-baiting, Jew-baiting, and all forms of religious discrimination, and Mr. Viereck must know this. As one who was fighting the Ku Klux Klan in Southern mill villages when Mr. Viereck was in knee pants I should like to tell him that irresponsible name-calling by a professor in Mt. Holyoke is no less reprehensible than irresponsible name-calling by a Kleagle in Atlanta. If it is anti-Catholic to oppose Vatican political and medical policy, then it is anti-Semitic to criticize the Orthodox bloc in Israel's Knesset, and in that case the Reformed rabbis of the United States are unanimously anti-Semitic. The anti-Communist liberal alliance in France is now being destroyed because the Vatican insists on stopping in the

THROUGH HISTORY WITH J. WESLEY SMITH

"Good Heavens! This is terrible! It comes to three per cent of my salary."

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middle of a crisis and getting its pound of flesh in the form of the payment of public money to Catholic schools. Are the French liberals who are fighting against this kind of intrigue guilty of Catholic-baiting?

It is easy for Mr. Viereck to say that Communism is murdering men whereas Catholicism is not—although one might quibble a little about Franco and Perón—but that fact only justifies vigorous opposition to Stalin. It does not justify silence concerning other forms of totalitarian power.

The myopic nature of Mr. Viereck's rage against *The Nation* is revealed by his endorsement of the small, "liberal" Catholic weekly *Commonweal*. It is true, as he says, that *Commonweal* opposes Franco, but it is *permitted* by the priests to exercise some freedom of choice in such a matter because Franco is considered purely a political phenomenon. Ninety-nine per cent of the publicity about Franco in the American Catholic press today is pro-Franco, usually slavishly and disgustingly pro-Franco. The great diocesan Catholic journals which peddle this propaganda with the help of the National Catholic Welfare Conference—*Our Sunday Visitor, The Register*, the *Brooklyn Tablet, etc.*—have a combined circulation which makes *Commonweal*'s look like a fly speck. Should Mr. Viereck interpret Catholic liberalism in terms of the one per cent liberals or the ninety-nine per cent conformists? Does the anti-Franco policy of *Commonweal* prove the strength of liberalism in the Catholic Church or the hypocrisy of those few liberal Catholics who stay inside a totalitarian organization without protesting its lack of democracy?

Commonweal, under the code of censorship laid down by Canon 1399, is not allowed as a Catholic magazine to publish *any* favorable review of any book which makes a major point of attacking Catholic dogma or discipline. The refusal to print critical letters against Catholic policy is part of the necessary stock in trade of *all* Catholic journals. *Commonweal*, it is true, prints many splendid articles favoring economic and political reform, but once you touch the heart of Vatican discipline or doctrine it is as slavishly obedient as *Pravda* or *Izvestia*. It has never demanded the democratization of its own church-state, although Roman Catholic Americans have no voice in choosing their clerical leaders, no right to challenge any major dogmatic blunder by the Roman Curia, and no machinery for democratic representation in determining church policy.

When did *Commonweal* speak out against the Catholic boycott of public schools contained in Canon 1374, a boycott which forbids all American Catholic children to attend public schools without special permission from their bishops? What did *Commonweal* say when non-Catholic doctors were discharged from the staffs of Catholic hospitals in Massachusetts and Connecticut for exercising their rights as citizens in signing a petition for repeal of the antiquated birth-control statutes? What does *Commonweal* say today when American priests declare (as they do) that Catholic couples married by a Protestant clergyman, Jewish rabbi, or justice of the peace are living in adultery?

Since Mr. Viereck has contrasted the virtues of *Commonweal* with the perfidy of *The Nation* in handling the letter by Clement Greenberg, let's compare what happened to *The Nation* and Clement Greenberg with what happened to *Commonweal* and Paul Blanshard when I wrote a letter to that "liberal" journal, a letter which seemed to have a more indisputable claim to publication than Mr. Greenberg's letter. When my original series of articles on Catholic educational and medical policy was published in 1947 *Commonweal* got a Jesuit priest to write a five-page, blistering indictment, abounding in childish invective and misrepresentations, associating me with anti-Catholic bigots who declared that "Catholics store guns in the basements of their churches." Although I had been assured of the probability of an opportunity to reply, the editors rejected my answer with the sole explanation that it was "bad," declined my request for a public discussion of the issues, and flatly refused even to print a simple and dignified advertisement telling readers where they could read my side of the story. *The Nation*, meanwhile, welcomed and published all Catholic ads describing the replies to me, printed page after page of the most caustic letters by Catholics, and reprinted for the benefit of its readers the major part of *America*'s bitter counterattack. To get my letter published I finally went to the courageous magazine *The Humanist*, and it was published in the issue of August 1948.

Let honest liberals keep their self respect by opposing *all* such suppression of free opinion, whether it occurs in *Commonweal* or *The Nation*. I think Mr. Viereck should be reminded that there is more than one kind of fellow-traveler, the alleged liberal who compromises with Communist totalitarian power for the sake of expediency, and the alleged liberal who compromises with Catholic totalitarian power for the sake of expediency. I do not believe that one kind of fellow-traveler is intellectually any more respectable than the other.

PAUL BLANSHARD.

Thetford Center, Vermont.

SIR: Peter Viereck's "Sermons of Self-Destruction" (*SRL* Aug. 18.) is a well-reasoned, effective piece of writing, and it is most timely. The naive liberals will, of course, resent his remarks, but those of us who some years ago learned that we must distinguish between the empirical facts of reality and the philosophical twistings of a wishful idealism can recognize Professor Viereck's statement for its real importance. There are still too many naive liberals around, serious and well-intentioned of course, but certainly deluded. An intellectual said to me recently, following Truman's Detroit speech, that the President was too warlike, that there could never be any hope of a peaceful settlement with the Soviet as long as we had such a truculent President. I have not heard it since June 1950, but until that time I heard professorial intellectuals still proclaiming the agrarian nature of Red Chinese politics. If these people could have observed the ruthless postwar tactics of the lower echelon Russians in Germany, as I had a chance to do, and if they would allow themselves to believe that the Western allies invariably went 60 to 70 per cent of the way in attempting to reach fair and peaceful solutions with the Russians in Germany, and elsewhere, then they would not now be so naive in their interpretation of Russian intentions and practices. They would realize that they, as well as liberals in all parts of the free world, must take an uncompromising stand against Soviet fascism.

As Viereck points out, however, this does not mean that the sinister force of McCarthyism should not be continuously and tenaciously fought. It must be fought and destroyed or it will defeat us from within before our Soviet foe without has even made his final move against us. A true liberal can see how similar these two forces are; if he cannot see this he is not a liberal—he is an appeaser. Those of us who want our liberalism to be realistic and effective today must admit that our strong anti-Nazi feelings, plus the complacent isolationism of our own people, caused us in the Thirties to read more democracy and liberalism into Soviet policies and preachments than actually existed. We must admit that the gallant struggle of the Red Army soldiers against the might of the Nazi war machine, plus our military and political alliance with the Kremlin, gave us false hopes in the first years of the Forties about a possible postwar collaboration, caused us to believe that we were going to have a brave new world, a free world in which the Soviet Union would play its part to keep it free. If not before 1945, at least since then there has been no factual basis whatever upon which a true liberal could excuse the devious and deceitful policies of the Soviets. Those individuals who, and those organizations or periodicals which, still attempt to minimize the danger of Soviet Communism to the free world, and at the same time maximize the mistakes and faults of the free world in trying to keep itself free, are doing the cause of liberalism and democracy a great disservice, and only continue to confuse the thinking of many people who otherwise would take a definite stand against the powerful Soviet menace.

More power to *SRL* for printing such a forthright, important article. The "liberal" *Nation* certainly would not print such an excellent statement on the true meaning of liberalism.

WALLACE W. CULVER.

State College, Pennsylvania.

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PORT WASHINGTON, N. Y.

(*Continued from page 7*)

tions of those who might naturally be expected to resist a big expenditure for new schools anyway. They talked about the increased taxes, a persuasive point for many people, particularly those living on fixed incomes and those with children in private and parochial schools. They talked about unnecessary extravagance and the frills and fads of progressive education (despite the fact that Port Washington has the same conventional curriculum it had years ago). And finally they talked about progressive education leading to juvenile delinquency and Communism—a Zoll non sequitur that must hold some kind of record for absurdity.

Zoll himself appeared publicly once in Port Washington to talk to the local Education Association. The timing of that appearance, February 8, 1950, was certainly acute, for the bond issue vote was due just fifteen days later. It should also be noted that some months earlier the Education Association (active membership about forty) had obligingly featured a forum discussion of one of Zoll's favorite topics, "How Red Is Our Little Red Schoolhouse?"

Nevertheless, on February 23, when the vote was counted, the bond issue for the new schools squeaked through by just sixty-two votes out of 3,239.

But don't think that ended the fight. It was really just beginning.

The first week of May the two School Board members who had led the fight for the new schools were up for reelection. Johnson and his cohorts went to work on them with a vengeance, and this time they won a convincing victory. The old School Board members were not returned to office, and by an emphatic majority.

Meanwhile Johnson personally brought a taxpayer's action before the State Commissioner of Education and petitioned him to set the bond issue vote aside because of alleged irregularities. The issue hung fire for six months. Finally, the Commissioner threw Johnson's action out, but in the interim the Korean War had broken out and construction costs had shot sky high. Here Johnson & Co. thought they saw another chance to stop the schools. They figured that bids would be higher than the authorized expenditures and that the Board would have to go back to the community for more money. So they decided to crank up the propaganda mill again. The Education Association invited Mrs. Lucille Cardin Crain, editor of *The Educational Reviewer*, to talk on "our pink-tinged textbooks."

Mrs. Crain's appearance had special local interest because one of the *Reviewer*'s consulting economists is Lewis Haney, a Hearst columnist on business, who lives in Port Washington. Haney was on hand to help Mrs. Crain out when she appeared on February 5, 1951.

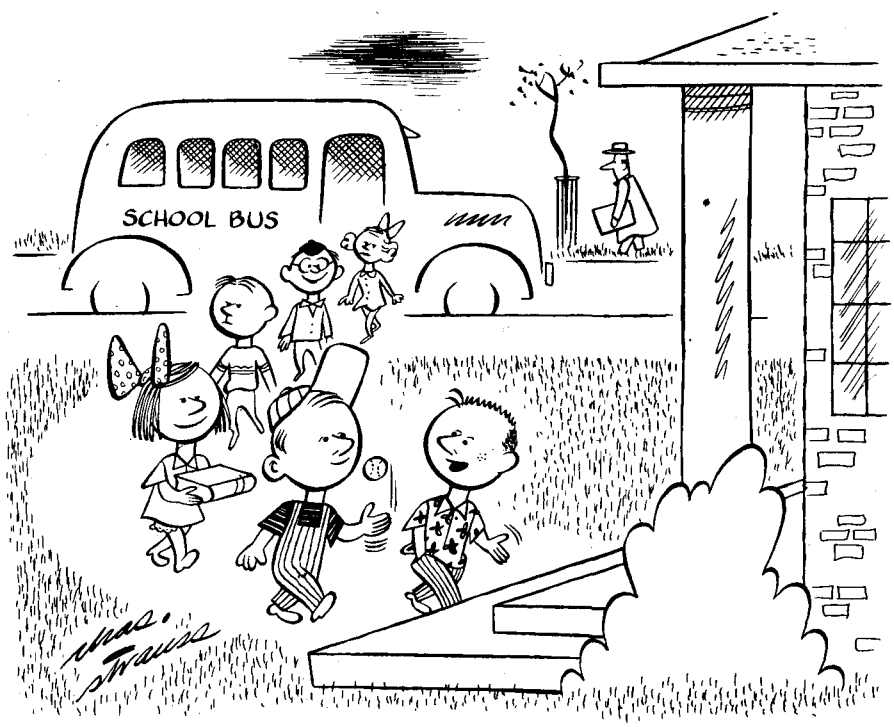
At the conclusion of her talk half a dozen people took her to task for such tricks as quoting out of context and using the words Communist, Socialist, and liberal as though they were interchangeable. I for one made an observation to this effect verbally at the meeting and later in a letter to the editor.

Even before that was printed Haney devoted one of his Hearst columns to the Crain meeting (without ever acknowledging his own relationship to the speaker. He called his column "Smoking Out the Reds," *i.e.*, anyone who criticized Mrs. Crain.

But it was not until after publication of two letters criticizing Mrs. Crain that the Johnson-Haney machine really got into high gear. In the following issue of the *Port Washington News* the editors gave Mrs. Crain the lead story for her personal reply. Page 2 was completely filled with letters supporting Mrs. Crain. And page 3 was a full-page ad endorsing Mrs. Crain and all her works. This was signed by thirty-nine citizens, most of whom obviously didn't know anything about the reputation of Mrs. Crain or her organization.

If you will indulge a personal aside for a moment, let me comment briefly on the novel and chilling experience of the next few days. It was then that an acquaintance said he had heard I was a Communist. Now the first time that happens it seems so ridiculous that you laugh. Obviously, you think, nobody in his right mind could credit such vicious gossip. But by the tenth time you've stopped laughing and you've begun worrying about the incredible power of malevolent rumor. You could be a Wall Street broker. You could be a lifetime Republican. You could be a bishop of the church. It wouldn't matter. The smear campaign rolls ahead, feeding on the deep and legitimate concern that all of us have today about our common enemy —the real Communist.

AFTER *L'AFFAIRE CRAIN* (and another Education Association lecture by Ted Kirkpatrick of *Counterattack*) an attempt was made this spring to high-pressure the School Board into establishing a kind of suspect list for allegedly Communist texts, including such standard classics as Muzzey's "American History" and Magruder's "American Government" —each the most widely used text in its field and each used for training pur-



"Play dumb the first few weeks—then they'll think you're making real progress afterwards."

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poses in one branch or another of the Armed Forces.

The book censorship drive proved abortive this year, but Johnson, Haney, *et al.*, have high hopes for next year, thanks in good part to the fact that at this year's School Board elections the two candidates who would resolutely have opposed any such book purges were defeated by a two-to-one vote.

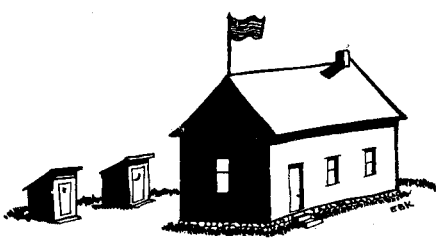
Actually it can be hoped that the Zolls and the Johnsons, the Crains and the Haneys have passed the zenith of their power, for their kind of attack succeeds only where the public is uninformed about their true motives. Once that necessary cloak of secrecy is torn away, as it has been by an aroused teaching profession and a vigilant press, the capacity of just a few fanatics to mislead and misguide thousands of sincere and honest people is destroyed.

WHAT'S to be done now about the school problem in Port Washington?

Perhaps for a while the best thing that can be done is nothing. Port Washington obviously needs a cooling-off period. Nothing constructive is going to be accomplished as long as one group of good people mistrusts the motives of another such group.

Ultimately it can be hoped that Port Washington will follow the pattern set in Pasadena, where the energies that had been wasted in a fruitless civil war over school issues have now been channeled into a constructive and joint effort to improve the school system. Following the formula prescribed by the National Citizens Commission for the Public Schools, a thousand men and women of different backgrounds and beliefs are working cooperatively together in Pasadena, day in and day out, to study every aspect of their schools and then to agree on the answer to each separate problem.

But before any such civic endeavor can be set in motion in Port Washington all of us are going to have to learn the truth of the statement made by one of the key figures in the Pasadena reconstruction effort. With respect to any school issue, he observed, there are always three answers—"your answer, my answer, and the right answer."



PALO ALTO, CALIF.

(*Continued from page* 12)

ing and interpreting facts; the habit of objective study of controversial issues; devotion to the American ideals of freedom; responsibility for the general welfare as the duty of free men and women.

A second group of five goals received only slightly less emphasis: stick-to-it-iveness—the habit of finishing work that is started; clear-cut purpose on the part of each student in regard to his own education; respect and full opportunity for the boys and girls not going to college; intelligent interest in world affairs; skill in planning and working with others in groups.

From 94 per cent to 98 per cent of all returns supported these ten goals of education for the schools of Palo Alto.

Many parents say we expect too much from the schools. This from a lawyer's wife is a typical comment: "When school takes on all these things the parents just lie down on the job. School is to *educate*, not *raise* children."

On the other hand, some parents would have the schools take on more tasks. An attorney's wife states, "We need much more in the arts." Another family emphasizes the importance of developing initiative, independent reasoning, understanding of self and others. In similar vein, an engineer and his wife comment, "It seems to us that the prime function of education, in addition to the fundamental teaching of the Three R's, is to give the child a respect and responsibility toward himself as an individual. In our society so much stress is laid upon what 'they' do, think, and say that differences which make 'individuals' are often neglected."

Hundreds of other families took the time to express their views. As one man wrote, "This is the first time I have been asked what I think our schools should be doing for my children."

But this report should not give the impression that education in Palo Alto is all sweetness and light. Some businessmen complain that high-school graduates can't spell or add correctly. A small group of residents are unhappy because school district boundaries were changed by the Board of Education to avoid overcrowding in some schools. As a result their children were required to change from one school to another and they don't like it.

From time to time criticism of the junior high school reaches considerable volume. Some say that the fault lies in the type of organization; they would go back to an eight-year elementary school and four-year high school. Public discussion of the matter, under the auspices of the Education Council, and open meetings held by the Board of Education revealed strong support for the present six-three-three plan of organization. But just what the junior high school should do for its pupils is still a subject of vigorous discussion.

A good many parents doubt that the senior high school challenges fully the abilities of the most capable students. Others deplore the tendency of students and some teachers to look down their noses at non-academic courses. Many parents feel considerable uneasiness over irresponsible conduct and occasional outbreaks of rowdiness by some high-school students.

NEVERTHELESS, education in Palo Alto is in a healthy condition, even though the schools can become better than they now are. At present it would be difficult to point out many superior features of public education in this community. On the other hand, glaring weaknesses are spotty.

There is little likelihood of a school crisis here. There doesn't seem to be much, if any, fear on the part of citizens that subversive teaching finds any place in the schools. Nor does there seem to be any question about the complete loyalty of the teachers. Since everybody has a chance to say what he thinks and to say it openly to his fellow citizens, there is no reason for bottling up dissatisfaction. Secret whispering in a corner just doesn't fit into the picture.

The people have told the schools what they want for their children. They stand ready to help the administration and teachers in any way possible. As appropriate plans for action are made, there is every reason to expect that the people will continue to work together in mutual confidence.

Faith in each other, freedom from suspicion and distrust are possible only when open avenues of communication are freely used. That is the way of democracy. That is the way to health and growth in democracy's schools.

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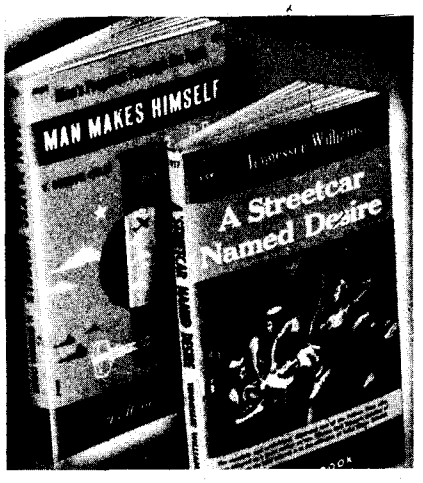

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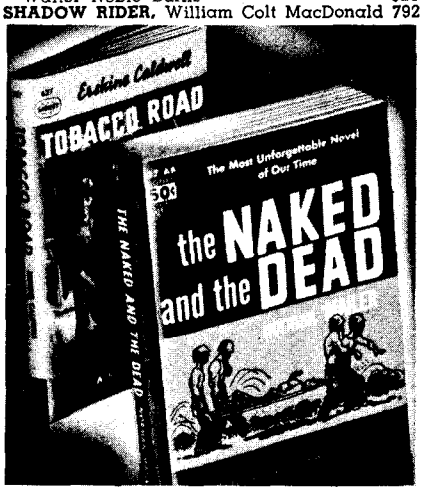

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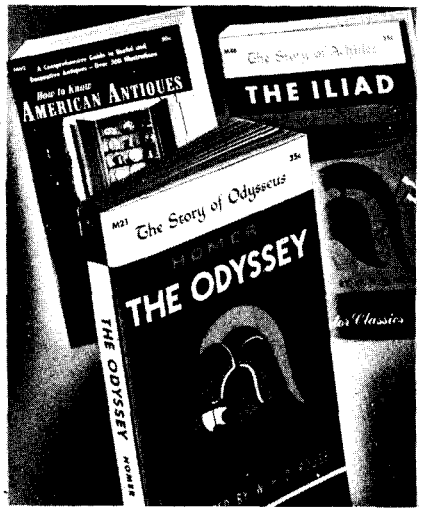

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DENVER, COLO.

(*Continued from page 10*)

the American public school be kept out of Stalin's hands.

Packages of such pamphlets were distributed in Denver, in exchange for small monetary contributions to Mr. Zoll. He offered any and all help of which he was capable to the effort to make of Denver another Pasadena.

That became, in fact, the avowed intent of some members of the Citizens' Committee. This so alarmed conservative committee members that in the forepart of 1950 they reorganized, and Mr. Reed was relegated to a background spot. The new chairman is Edgar A. Post, a young United Air Lines executive, with grade-school children.

SINCE Mr. Post took over the committee has tended towards the constructive, though with some protest from its more radical members. Chairman Posthas conferred many times with Dr. Oberholtzer and other school officials; he has carefully studied the approach of the National Citizens' Commission on the Public Schools, and has exerted his leadership towards cooperation rather than attack.

Within the schools, meanwhile, calmness prevailed. The Board of Education met with delegations from the Citizens' Committee, and after a manner of speaking answered questions propounded by the Committee relating to changes in the curricula and methods. The Board's attitude, while on the whole chilly, was based largely on the knowledge that Dr. Oberholtzer and his principal lieutenants had for many months been evaluating and critically studying the school program, and were at work upon important changes and improvements.

In the summer of 1950 Oberholtzer took two steps which had been carefully prepared. He used several nationally recognized evaluation tests in the elementary and high-school grades, and even before they could be tabulated he hired professional pollsters to ask Denver citizens what they thought of their schools. The poll was given the widest publicity. It showed a high level of citizen interest, and in most respects approval of curricula, methods, and results, without blind or indifferent acceptance. This survey was regarded by the school administration as pointing up ways of bringing the schools and the community into closer relation. There was complaint, for example, against the elimination of report cards. They were restored. Areas of misunderstanding were disclosed, which have since been cleared up. The survey was not taken as a warrant for administrative or teacher complacency; it has been used instead as a guide towards substantial improvement of public relations.

The evaluation tests, in their turn, proved to be strong refutation of the sweeping criticism that the schools as a whole were falling down on their primary jobs. But there, too, weaknesses were disclosed, and are being dealt with. There was no reason for dismay, from professional points of view, in the results of the evaluation. They, too, were given to the public fully, and this candor strengthened the position of the school administration.

Previously work had been going forward on new teaching guides in American history and mathematics. New English guides had been prepared and put under test. The mathematics guide had been requested by elementary and high-school teachers in 1947. It takes time to work out an effective teaching manual like that. The one finally produced standardizes methods of teaching mathematics from kindergarten through senior high, giving the instruction continuity and evenness in all schools and all grades.

Dr. Oberholtzer told the school board that he felt more emphasis was required on American history, and that he proposed to give it. In a word, a program of improvement that Dr. Oberholtzer had instituted before the critics became vocal was carried forward through all the stormy time and put into effect without reference or regard to the clamor.

In the spring of 1951 two vacancies on the school board were to be filled because of the retirement of members who had served many years. The Citizens' Committee was expected to put forward candidates for both vacancies. Men and women who were apprehensive lest radical elements might rely on customary public indifference to school board elections to get their candidates in came together in an appeal to leading citizens, the Chamber of Commerce, and the press to form a special committee on school board candidates. This was a pressure move to induce busy and therefore reluctant persons of high standing and known friendliness to public education to stand for the board. Such a committee was formed, and after persistent effort it did persuade one man and one woman to run. Three additional independent candidates filed, none of them affiliated with the original Citizens' Committee, and all generally acceptable to the special committee.

A strong effort was made to get out a big vote. It failed. But the candidates of the special citizens' committee were elected. There was no particular opposition to them by the committee Edgar Post heads. The special citizens' committee disbanded immediately after the election.

During all this time school affairs in Denver received a good press. *The Denver Post* from the outset of the agitation fully presented both sides in news stories and in a long special series of articles that went into every phase of school administration and gave both pros and cons a forum for their views. School officials agree that this continued and objective "free press" on school matters was highly effective in preventing unfounded accusations, prejudice, and generally destructive criticism, like that put out by Zoll and others, from making any real headway in the community.

At the moment the very small fraction of radical critics is neither vocal nor active. The Edgar Post Committee appears to have no plans for further activity in the near future. The community is watching, with quite visible pride, the progress of a $21 million school building program, financed by a bond issue—the first half of a total objective. Dr. Oberholtzer, honored recently by election to the presidency of the National Association of School Administrators, enjoys the solid esteem and confidence of the community. There will be no repetition of Pasadena in Denver.

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(*Continued from page 18*)

were far from democratic to produce men who never understood the meaning of freedom. It would have enhanced the value of the book if Dr. Woody had discussed the methods by which a liberal education for free men can be attained, and if, instead of leaving to the last paragraph of the book the clear and concise statement of the ends of such an education, he had woven them into the pattern of the curriculum proposed.

I. L. Kandel, professor emeritus at Teachers College, Columbia University, and professor emeritus at University of Manchester, is the editor of School and Society.

A Moral Imperative

TRUSTEES — TEACHERS — STUDENTS: Their Role in Higher Education. By Ordway Tead. Salt Lake City: University of Utah Press. 120 *pp.* $2.

By JOHN R. EVERETT

ORDWAY TEAD is one of the true statesmen of education. He has the knowledge which comes from being a successful teacher, a successful editor, a successful board chairman of Briarcliff, a successful board member of Amherst, and a successful chairman of the Board of Higher Education for the City of New York. In this particular book, he brings all of his experience to bear on an intricate problem which demands the best of any expert.

It is Mr. Tead's conviction that higher education has a profoundly important and a distinctly independent function to perform in civilized society. The importance of a college or university is found in its emphasis upon the identification of values and upon achieving discrimination in judgment. Higher education is not a propaganda agency and it is not concerned with rote training. "Education is a moral enterprise and its proper pursuit is a moral imperative."

Although education is concerned with morals, it is not subservient to any sect or to any sectarian interpretation of value. Education must be creatively independent in its effort to serve and ennoble life. The air of freedom supplies the only context for moral discrimination and the pursuit of true wisdom.

Mr. Tead's refreshing discussion of this thesis indicates his competence as a philosopher, and the remainder of the book draws upon his administrative wisdom. Higher education is carried on by human beings who must be properly aware of their own particular roles, and they must be effectively organized. Trustees, students, faculty, and even college presidents have specials jobs which demand an exacting commitment to education's ultimate goal. There is no room for the lazy, the incompetent, or the intellectually sterile. Trustees must be more than a buildings and grounds committee, students must be more than receptacles for opinion and fact, faculty members must be more than animated card files, and presidents must do more than carry their honorary degrees with dignity.

The great danger for higher education is that the institutions will become too stylized for their main job. The pursuit of the good life is never caught in a formula which can be simply handed down from generation to generation. The changing conditions of man require constantly changing attitudes and ideas. Collegiate trustees must not, for example, allow themselves to begin every remark with "When I was in college . . .". What was good and proper then probably has very little bearing upon present issues. Faculty members and administrators are enjoined by Mr. Tead to guard against the same unconscious ossification. There is no single "right" way to achieve the goal. Trustees, students, and teachers are required to live on the edge of the future with a compass but not a chart. The central problem of organization is to supply a coherent structure which is definite enough to meet a continuous challenge, yet loose enough to keep the quest for truth alive. If all members of an academic community know their true roles and catch a vision of their true purpose, they will have exhausting, yet fruitful, lives.

The practical advice given all these groups cannot be adequately summarized, and it would probably lose much of its force in the process. His discussion ranges from teaching loads to budgets to study-offices to trustee tenure to presidential qualifications to the "genus alumnus." And much more.

This is an excellent book which anyone interested in higher education should read. It suffers somewhat from its brevity, but Mr. Tead's active pen may have a remedy already under way.

John R. Everett, president of Hollins College, is the author of "Religion in Human Experience."

Government Influence

FEDERAL ACTIVITIES IN HIGHER EDUCATION AFTER THE SECOND WORLD WAR. By James Earl Russell. New York: King's Crown Press. 257 *pp.* $3.75.

By PAUL R. MORT

MOST OF US limit our thinking on the financing of higher education to a consideration of the appeals Dear Old Siwash sends along with the alumni magazine. We probably give little thought to the American "system" of higher education. We may be unaware of the unresolved conflicts of interest between private and public colleges. We may not know that these conflicts have been in the process of resolution for a century and a half. We probably spend little time wondering why New York State only recently entered the public university field whereas perhaps our own Dear Old Siwash has a tax-supported status dating back to the time when the citizens of New York City were being warned that they would eventually have to look to some source of water other than backyard wells. We probably never gave a thought to the fact that a large part of the engineering skill that operates our great enterprises and the agricultural know-how that feeds us was developed in state institutions established with federal aid nearly a century ago or to the fact that the state universities beyond the Alleghenies were promoted by a real estate deal arranged with the Continental Congress by one Manasseh Cutler of Massachusetts. It may be news to us that various departments of our federal government have turned to our institutions of higher learning to serve their special needs to such an extent, as Mr. Russell points out, that approximately half of the funds available to such institutions, public and private, for instructional purposes alone in 1947 was supplied by the public through the agency of federal government departments.

Mr. Russell shows convincingly that such a degree of federal involvement, even though it is but the sum of many highly specialized concerns, cannot but influence the shape of our system of higher education for better or for worse. He calls for a look at the sum total effects to serve as a guide for future federal action. Mr. Russell makes it amply clear that this will be no easy task. It is difficult to see how the reader can escape the conclusion that neither the college people nor government officers can free themselves sufficiently from pressures to

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achieve unaided a solution in our time oriented to the public welfare.

This book gives a clear picture of Federal involvement as of 1947. Three-fourths of the discussion deals with the significance of the impact. It identifies a wide range of issues and points them up by a searching analysis of the strengths and weaknesses of a variety of ingenious ways of meeting them. The remainder of the discussion deals with the uncoordinated educational enterprises operated by the various Federal departments. In 1947 these required the expenditure of $57,000,000. Expenditure for instruction alone compares with that of a sizable university.

Clearly it is high time that we take higher education out of the "Dear Old Siwash" complex. This book is a good place to begin a new look at this billion-dollar enterprise.

Paul R. Mort, professor of education at Teachers College, Columbia University, is the author of "State Support for Public Schools," "What Education Our Money Buys," and other works on educational finance.

American Faith in Education

THE HISTORY OF RANDOLPH-MACON WOMAN'S COLLEGE. By Roberta D. Cornelius. Chapel Hill: University of North Carolina Press. 428 *pp.* $6.

THE UNIVERSITY OF MINNESOTA, 1851-1951. *By James Gray. Minneapolis: University of Minnesota Press.* 609 *pp.* $3.75.

THE UNIVERSITY OF KENTUCKY. By James F. Hopkins. Lexington: University of Kentucky Press. 305 *pp.* $4.

By Vernon Carstensen

AMERICAN faith in education has been large and enduring even though there never has been much agreement on just what the fruits of education should be. At one end of the scale are those who hold that education should prepare an individual for the good life; at the other end are those who insist that the principal business of education should be to provide an individual with the equipment to make a good living. American educational institutions have grown up somewhere between these extremes and in consequence have often tried to be all things to all men. The state universities particularly have become institutions of multifarious activities and sometimes seemingly irreconcilable aims. Thus James Gray can write of the University of Minnesota today as a seeming welter of "Nobel prize winners, dairies, armies in blue jeans, architectural extravagances and austerities, Chaucerian scholars, testing bureaus, dental clinics, leaders of Shakespearean controversy, atomic research projects, and medical foundations . . . Minnesota assumes it to be the duty of the state university to be receptive to all ideas, interests, attitudes, and controversies, experiments that are as old as the ages and as new as the atomic age." These three volumes, each telling the history of a different institution of higher learning, are parts of the story of the American faith in education, case studies as it were of how that faith operated in Virginia in the establishment and support of the Randolph-Macon College for Women, in Kentucky in the slow development of a land-grant college into a state university, and in Minnesota in the gradual and sometimes fumbling emergence of a gigantic and wonderfully diversified state university.

Roberta D. Cornelius tells the story of Randolph-Macon College for Women from its founding in 1891 to the present in unhurried, detailed, and fully documented pages. The inception of the college is to be found in the desire of Dr. William W. Smith, then president of Randolph-Macon College for Men, to create an institution which would "offer the young ladies of the South opportunities for higher education under Southern skies and amid Southern surroundings." The institution was located in Lynchburg for the reason that the people of that community contributed seven-eighths of the $227,000 raised to provide buildings and a suitable endowment. The Rivermount Land Company of Lynchburg, contributed land, cash, and securities, thus testifying to its confidence that a female college would have an immediate and favorable effect upon land values.

Students at the University of Chicago—"parts of the story of American . . . education."

The account of the growth of the institution is organized largely around presidential administrations. Much detailed information is presented on buildings and courses of study and dedications and inaugurations but very little attention is paid to the educational philosophy of those responsible for the development of the college and almost no effort is made to understand and present the institution in relation to the aims and values of the society out of which it grew. Despite President Theodore Henley Pack's disclaimer in the Preface, this volume can be set down as largely a "filiopietistic effort." Its value is that of a chronicle which records the successive happenings in the restricted community of the college.

James Gray's history of the University of Minnesota, brought out in celebration of the centennial of that institution, is a large, copiously illustrated volume as befits the spaciousness and diversity of its subject and the century-long story to be told. Gray, like Dr. Cornelius, has concerned himself largely with the internal history of the institution and he, too, found it convenient to organize the story around presidential administrations. But in his discussion of the successive presidents and their principal aids and assistants he has taken pains to understand them and their efforts and to present a clear and sympathetic picture of the exfoliation of the institution under their direction. Thus the reader will find in these pages not only an account tracing the internal growth of the institution—the creation, growth, and purposes of departments, schools, and colleges within the broader confines of the university—but also a spirited discussion of the purposes, methods, and accomplishments of Presidents Folwell, Northrop, Vincent, Burton, Coffman, Ford, and Coffey.

Well over half of the volume is devoted to the story of the immense growth of the institution since 1910. A sympathetic, engaging account of the rise of one of the prominent state universities of the United States, this

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volume adds, as its author suggests it would, "a significant passage to the account of mankind's adventure in ideas."

James F. Hopkins's account of the University of Kentucky, certainly the least pretentious, is in many ways the best historical study of the group. It is primarily a study of the origins of the institution and carries the story only to 1910, two years after Kentucky State College had been renamed the University of Kentucky. The author has written with a keen awareness of the various sectarian, political, and economic forces that helped to shape the institution. He begins the story with an account of Transylvania, an institution founded at the end of the eighteenth century on the basis of a public land grant. This institution fell under the control of denominational interests. In 1818 the legislature rescued it temporarily and for the next ten years, under President Horace Holley, it enjoyed unusual prosperity. But the times in Kentucky were not ripe for a state-supported institution. Holley resigned under fire in 1827 and the legislature refused to give further aid. Thereafter Transylvania, neither wholly secular nor wholly sectarian, declined until it was corporated into Kentucky University in 1865.

The Morrill Act of 1862 gave Kentucky its second chance to establish a state institution but the legislature in 1865 preferred to attach the college of agriculture and mechanical arts to Kentucky University, a college founded by the Christian Church. But this second venture in state and church cooperation in higher education worked little better than the first. The Christian sect was denounced by other sects but it was not until the managers of Kentucky University fell into conflict among themselves that the legislature withdrew the agricultural college from their control. In 1880 Kentucky established its state college and provided it with modest financial support. It was this Agricultural and Mechanical College, defended by that benign despot, President James K. Patterson, that became the University of Kentucky by legislative act in 1908, Thus, at last, the second oldest state west of the Appalachians acquired a state university.

Hopkins's study, like that of Dr. Cornelius, is fully documented. It is a welcome contribution both to the history of higher education in the United States and to the social history of Kentucky.

Vernon Carstensen, a member of the history department of the University of Wisconsin, is co-author of "The University of Wisconsin: A History."

GENERAL EDUCATION

(*Continued from page 14*)

those lawmakers who seem bent upon saving democracy by repressive legislation, that they may carefully examine their own reflection.

Regardless of what this portion of Czarist history could teach us or the Russians, it is well to keep in mind that Soviet tendencies exhibit themselves in a world the Czars did not know; and they are conditioned by these new world-realities (two major invasions of Soviet territory; defeated Germany and Japan; weakened France and Britain; atom warfare, which far outruns in *Schrecklichkeit* anything done by the original authors of that term; farflung American air and sea power, etc.) as well as by the cultural pattern of the past. These new conditions have heightened tensions, have quickened charges and counter charges. At times words threaten to become acts; yet, as Danilevsky made clear in "Russia and Europe," the exchange of hostile sentiments has long been a two-way traffic between the East and the West.

Thomas Woody is professor of education at the University of Pennsylvania. He is the author of "New Minds, New Men: The Emergence of the Soviet Citizen," "Liberal Education for Free Men," and other books.

A Lifetime in School

A NEW ENGLAND SCHOOLMASTER: The Life of Henry Franklin Cutler. By Richard Ward Day. Hildreth Press, Bristol, Conn. $3. When Henry Franklin Cutler was born in central Massachusetts in the spring of 1863, it looked as if McClellan might take Richmond any minute. When he died in Vermont in the autumn of 1945 VE Day and VJ Day had already been celebrated. Cutler entered Amherst in 1882 — of the faculty of twenty eight only two were non-Amherst men. After his graduation he taught at Mt. Hermon School, left it briefly, and returned in 1890 as principal, an office he filled with devotion, competence, and enlightenment until his retirement in 1932 — at which point he went abroad, studied medicine, took his degree, and won the license to practise in his native state. This book, therefore, is largely a record of Cutler's stewardship at Mt. Hermon. Mr. Day had a wealth of good material at his disposal and he has made excellent use of it.

—JOHN T. WINTERICH.

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ENGLEWOOD, N. J.

(Continued from page 9)

rections. He enlisted the aid of Catholic groups, primarily the Catholic War Veterans, purely on the grounds that he was spearheading the attack in the community against Communism (he leveled attacks not only against the schools but against other civic groups). He went to a Negro church that was soliciting funds, contributed $1,000, and then placed its minister on a list of "sponsors" of his Anti-Communist League. (The minister later publicly refuted his sponsorship.) And he lost no opportunity in speeches or in unsigned mimeographed bulletins to criticize a Jewish group that had conducted a series of public forums to which it had invited some speakers who at one time or another had been listed as having belonged to one or more "front" groups.

The counterattack on Mr. Cartwright has grown strong not only because of his attacks on the schools, although the looming up of Allen Zoll on the Englewood scene gave the counterattack its strongest push. But Mr. Cartwright, who came here from England fourteen years ago, who has said that he was a friend and admirer of the British Fascist Sir Oswald Mosley, and who later became an American citizen, has been lashing out in many directions. He has attacked the Englewood Chapter of the United Nations Associations, the Woman's Club, the League of Women Voters, Temple Emanu-El, and at least one local minister.

So far, at least, the school attacks here have not taken the line against the so-called "frills and fancies" in education. Nor has it called for reductions in the budget. In fact, Mr. Cartwright himself has urged that teachers' salaries be increased. There have been one or two slighting references to mental hygiene and sex education, but no sustained drives. And, of course, there have been some constructive phases, and some sound enough warnings.

Whatever is in store for the Englewood schools this year, it is doubtful if the public can be fooled. And, best of all, the teachers can be sure in the knowledge that if they exercise the good judgment they themselves would want to exercise they need not fear any bogeyman or bogeyboos.

Schoolroom: 158-

By James E. Warren, Jr.

. . . he (Shakespeare) understood Latin pretty well, for he had been in his younger years a schoolmaster in the country. —"Brief Lives," Aubrey.

WHY DO you lean beside the window, Will?
What do you hear upon the Warwick wind?
I hear the snarling of the Thane of Fife,
The laugh of Rosalind.

Your scholars stare, and they are whispering!
Why are you smiling now? What are your dreams?
I smile at one who is clad in motley and one
Who rails beside Arden streams.

The room is still except for goose squills scratching.
The heads are bowed. The scholars scarcely stir.
I cry upon Saint George before the iron
High ramparts of Harfleur.

Now Caesar's eagle leaps to Roman glory.
The boys thrill to the music of the swords.
But I am sick for Thames, for English triumph,
For salty English words.

But here is life, and here is England, Will.
Mark you this lad. His face is English-wise.
Aye . . . but his hair is yellow as a Dane's.
He has a prince's eyes.

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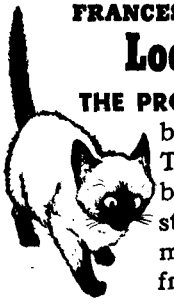

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SRL Goes to the Movies

MENOTTI AND THE MOVIE "MEDIUM"

THE idea of having the works of the masters in some handy, semi-permanent form that can easily be sent around the country seems irresistible to most film producers. Sooner or later Art and ambition merge into expensively mounted, extensively advertised "prestige" pictures designed to snap up the culture vultures and the curious. Unfortunately, such excursions into big-A Art generally work to the disadvantage of the art of the film. Great operas, great plays, great novels are adapted with so much reverence for the original—all the famous speeches in, the characters, the arias—that the movie medium, which has its own way of telling a story, invariably comes off second best, if at all. Shakespeare writes, "Dawn with russet mantle walks the hill." Translated into movie terms the line would become a rosy Technicolored shot of the sun's first rays on distant mountains. The descriptive words no longer are needed; the movies can *show* you. But too often they are retained simply because Shakespeare wrote them. The objection here is on no formal, puristic level. A picture is demonstrably more exciting when it moves visually, when it holds its dialogue to a minimum that underlines and emphasizes the moments of real importance. Opera in film, like Shakespeare in film, also poses problems that challenge the nature of the medium. Essentially they hinge on the proper use of music as an effective element in the total film, of subordinating music to the visuals —or, better, of integrating it with them. To my mind "Tales of Hoffmann" failed in this respect. Music dominated the film, and despite the skilled and frantic efforts of directors and dancers the picture died a thousand deaths waiting for aria after aria to get finished. The music distended the film, made every scene last five times as long as need be to get its point across.

Not so in "The Medium" (Transfilm), written and directed by Gian-Carlo Menotti from his Broadway success of a few seasons back. Here the music at all times lends a terrific sense of compression, its added expressiveness heightening and deepening the tensions of each situation. And while "The Medium," being an adaptation of what is still essentially a stage work, may not offer the final word on operatic films, it moves far closer to a proper solution than any other film so far. It has the advantage, of course, of a fine, melodramatic plot which, in the film as on the stage, is told in a straightforward narrative fashion. Directing it, Menotti—and his talented associate, Alexander Hammid — have insistently played their cameras close to their principals, emphasizing rather than mitigating their human unloveliness in close-ups. The bric-a-brac of Madame Flora's cluttered apartment, the mechanics of her séance swindle, the séance itself—are shown in detail, their reality giving a kind of super-reality to the fact that everything is sung. It doesn't always work. Some words—"How are you," for example—are just too commonplace in themselves to sustain musical elaboration in film. But Menotti has in print indicated his awareness of such shortcomings in his adaptation. He hopes that sometime in the future he will have the opportunity to create an entire new opera completely and specifically for the film medium.

Even so, what he has done here within the admitted limitations of restaging a theatre piece for film is both brave and brilliant. There has been no softening of the harsh and unwholesome outlines of his story. Madame Flora, the fake spiritualist who begins to suspect that the powers of darkness are working against her, becomes if anything more sinister, more sadistic in the film. Toby, the mute gypsy boy who works as her assistant, practises his black magic on the maddened woman out of pure hate. All the violence latent in the stage work emerges with gruesome explicitness on the screen, the music churning, writhing, and protesting all the while. Marie Powers and Leo Coleman, both of the original New York company, re-create on film their roles of Madame Flora and Toby; Anna Maria Alberghetti, the fourteen-year-old prodigy who stirred Carnegie Hall audiences last winter, sings Monica with pure and childlike beauty. But it is Menotti himself who dominates this production with his sure sense of what makes good, tense drama and his uncanny instinct for the musical expression that will tighten it to the sticking point. Perhaps it would be best to regard "The Medium" as an experimental film, but it is an experiment that produces as well as promises a new and thrilling art experience for its audiences.

Gian-Carlo Menotti and Anna Maria Alberghetti—"a new and thrilling art experience."

"DAVID AND BATHSHEBA" (20th Century-Fox), Darryl F. Zanuck's entry in the spectacle sweepstakes, is a misguided effort to beat Cecil B. DeMille at his own game. Of course, it can't be done, and though Henry King, who directed this elaborate version of the Second Book of Samuel, may lapse occasionally into the naked vulgarity of The Master (you can surely catch all of these sequences in the coming attractions), for the long haul he is as respectable as a Sunday School chromo. And as uninspired. The picture starts slowly, seeming to build to a climax that just never comes. Shortly before the ending there is a rather abrupt flashback to show the boy David slaying Goliath, but aside from making one acutely aware of how badly this film was constructed, it does nothing. Gregory Peck lends dignity and his virile good looks to the role of David; but Susan Hayward as Bathsheba appears still to be playing a scheming little dress designer from Seventh Avenue, while Raymond Massey is a plum-colored grotesque as the fire-breathing prophet Nathan. Just because Mr. Zanuck wasted his money, don't you waste yours.

In "Force of Arms" (Warner Brothers) the war in Italy is being fought again with all the same old

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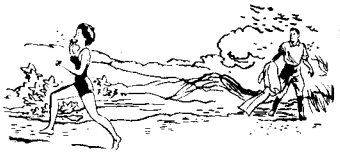

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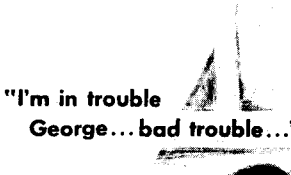
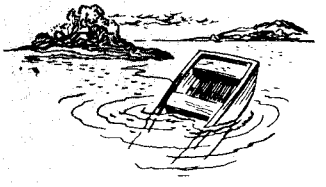


"I'm in trouble George... bad trouble..."



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characters—the handsome young lieutenant who has to prove to himself that he isn't scared, the disillusioned senior officer, the tough sergeant sweating out a letter from home, the girl. If anything, this time around they are a bit more philosophic than ever before, being given to long deep thoughts on love, life, and it's a shame what's happening to Italy. There is actually some rough similarity between the outline of "Force of Arms" and Hemingway's classic "A Farewell to Arms," although whenever the similarity becomes too rough it's always the Hemingway that goes. Michael Curtiz has, however, staged some really exciting battle scenes, and the performances by William Holden, Nancy Olson, and Frank Lovejoy, the principal companions-in-arms, are a good cut above average.

—ARTHUR KNIGHT.

SRL Recommends

The Medium: Reviewed in this issue.

A Place in the Sun: Dreiser's universal values emphasized, his more dated polemics muted, in this well-acted remake of "An American Tragedy," expertly directed by George Stevens. (*SRL* Sept. 1.)

A Streetcar Named Desire: Tennessee William's prize-winning drama remolded for screen with 20-20 insight by Director Elia Kazan and unexcelled cast. (*SRL* Sept. 1.)

Pool of London: Fine, quiet, British-type, melodrama involving a freighter crew on the town for a diverting weekend. (*SRL* Aug. 25.)

Whistle at Eaton Falls: Dramatizing an actual event showing the constructive role organized labor can play in a community. (*SRL* Aug. 18.)

The River: The philosophy, tradition, and ritual beauty of India fully realized in a simple story directed by Jean Renoir and photographed by nephew Claude. (*SRL* Aug. 4.)

The Frogmen: The camera stars in this account of underwater demolition teams during World War II. (*SRL* July 21.)

Bright Victory: Intelligent screenplay based on Baynard Kendrick novel "Lights Out," showing physical and value readjustments made by blinded ex-GI's. (*SRL* July 21.)

Ace in the Hole: A boozed-up reporter seeking big-time comeback makes carnival of Albuquerque tragedy similar to Floyd Collins case. (*SRL* July 7.)

Native Son: Richard Wright playing Bigger Thomas in his story about a Negro chauffeur who accidentally kills a white girl. (*SRL* July 7.)

Captain Horatio Hornblower: All of the gusto, sweep, and color of the C. S. Forester series preserved in Technicolor. (*SRL* July 7.)

Excuse My Dust: A musical joshing the era when few people took the gasoline buggy seriously. (*SRL* June 30.)

The Brave Bulls, The Bullfighter and the Lady: Next best thing to a trip to Mexico so far as the philosophy and art of the great Spanish sport are concerned. (*SRL* May 5.)

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THE SATURDAY REVIEW
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Music to My Ears

THE INCONSTANT LAMBERT

THE line in the dispatches from London telling about Constant Lambert's death at forty-five, which spoke of a "sudden diabetic attack" as the fatal affliction, threw a little illumination on a career tinged with macabre lights and shades. When he was but a struggling composer in the late Twenties his brilliant volume "Music! Ho" announced him to be a critic of rare gifts and individual attitude. Intermittently since one was aware of an equally rare talent for conducting, which manifested itself over here primarily through recording, and then in a brief reality, when he put a high gloss of musicianship on the initial engagement of the Sadler's Wells Ballet at the Metropolitan.

Neither of these substantial attainments, however, satisfied Lambert's artistic craving. What he wanted, above all else, was a career as a composer; and though he enjoyed an esoteric esteem for a jovial but hardly important score called "Rio Grande" (a Gershwin-influenced setting of a text by Sacheverell Sitwell alluding to the Rio Grande of Brazil), the good fairies who blessed him with so rich an endowment withheld the gift he most ardently cherished. He wrote busily for the Sadler's Wells Company, of which he was an original and influential element, but no known work—we omit the recent "Tiresias," not yet heard in this country—approached the standard he had set for himself.

Withal, it would seem that a man of Lambert's resources and intelligence would have made an adjustment, by the time he reached mature years, in which his singular abilities would assume proper eminence, and his unfulfilled aspirations be retired to a deserved limbo. But the tales of undependability and dissipation which colored his association with the ballet —there was always an assistant conductor standing by when Lambert was scheduled to direct, for fear that he would not be able to manage a given performance—have a sharper meaning in the circumstances of his death. What seemed a wilful disregard for responsibility might, after all, have been a mere pathological consequence of his ailment.

If so, it would provide a resolution for the one suspended encounter I ever had, personally, with Lambert. It was during the initial visit of the Sadler's Wells Company, when, I was assured, his health and mental state were good. We arranged to meet on a Monday night, when the ballet was not performing, at the quiet East Side hotel where he was staying. Upon arrival, I was directed to the bar, where a glance at the glasses arrayed before him showed which way the illwind was blowing. Fairly incoherent, yet masterfully assertive, Lambert alternated between apologies for his condition, enthusiasm for the book of Steinberg drawings which he had on the next stool, and despair at being in America, where, it seems, he was unhappy because his mother was from Baltimore. He would be taking off for Paris by plane next day, and only then would he feel relief from the tension and demands of America.

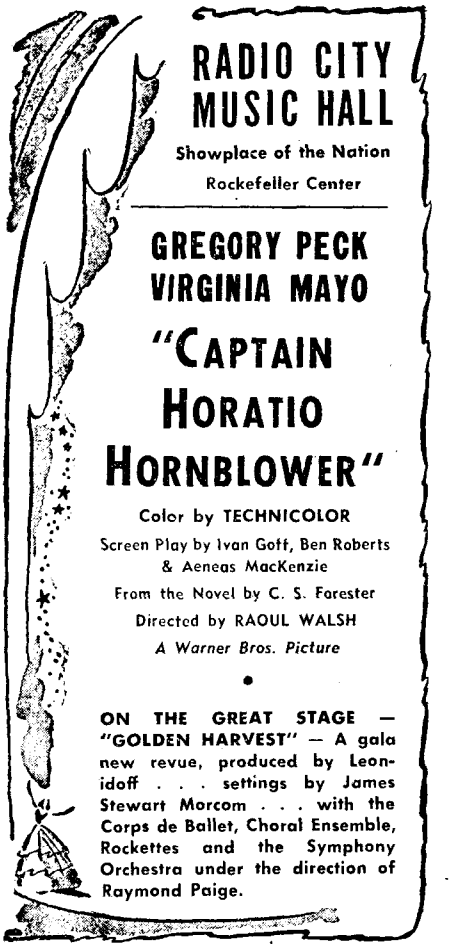
In retrospect, however, one wonders how much was inclination, and how much insulin, just where the dividing line came between diabetes and dissipation; which was the real Lambert of the fine perceptive writing and the beautifully sensitive service to Tchaikovsky, which the man torn by aspiration tending only to annihilation.

Dozens of men I can think of would consider themselves blessed to possess Lambert's talent either as critic or conductor; but it was the restless pursuit of distinction in another field which, apparently, made such sweets mere ashes to his taste. In terms of Mozart, Schubert, or Chopin—who were not granted his life span—Lambert had ample opportunity to fulfill himself; but lacking a Mozart, Schubert, or Chopin our time is distinctly impoverished for losing a Lambert.

A big man physically, with broad shoulders, a fleshy body, and a brow-profile of Churchillian expanse, Lambert seemed impervious to even as much alcohol as he absorbed. But the complicating affliction was ever at work, to bring the two ends of the burning candle inexorably closer.

It's hard to say how long "Music! Ho" will be read, and I don't have any profound optimism about his compositions, but as long as word of mouth lasts, or records bear testimony to it, his grand verve and spirit as a conductor of ballet music will endure. He was a musician of parts and an interpreter of sensitivity. Many a musician contemplating his career might say were I as inconstant as thee. For Lambert remains as an idea, though he has ceased to exist as a person.

—IRVING KOLODIN.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From the Novel by C. S. Forester
Directed by RAOUL WALSH
A Warner Bros. Picture
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Not from Hollywood

IDEAS ON FILM. By Cecile Starr. New York: Funk & Wagnalls Co. 251 pp. $4.50.

By Evelyn Gerstein

HERE IS an invaluable handbook, full of pertinent facts and miscellaneous information for anyone who has ever had more than a passing interest in films. To one who has been writing about them on and off for many years it comes as a delight not only for its material, but for what it purports in terms of changing tastes in the movie audience, a widening of the horizon of the "documentary film" created by Robert Flaherty, christened by John Grierson, risen to eminence during World War II as an Army training aid, and since 1945 flowering in gardens too long uncultivated by Hollywood.

Authored by Cecile Starr, editor of the *SRL*'s department on 16mm film, "Ideas on Film" is the first compendium of its kind, ranging from separate pieces by many who have shared in the growth of these films, reviews by Miss Starr, Raymond Spottiswoode (who originated her department), and others, on their choice among the 16mm films, and a pretty complete listing of what and where to rent or purchase them anywhere in the United States.

The emphasis is mainly on films made and released since 1945, but there are many ingratiating references to the old masters, such as Robert Flaherty, whose "Nanook of the North" after twenty-eight years is now a best seller on 16mm and within reach of any one with a projector. John Grierson, though a bit summarily dismissed, is present throughout because of his immense influence in training film makers since he first set up the Empire Marketing Board to make films for the British Government in the Twenties, and through his establishment of the Canadian National Film Board, whose potent influence on fact films extends wherever they are made; in the British Empire the United Nations Film services, even to the prize-winning "Feeling All Right," made in the Mississippi Delta Region about which Hodding Carter writes.

As Irving Jacoby points out in his introduction, "This book deals with films designed to influence what people think, and we must measure them by their achievement of this purpose. . . . Time and again we realize that we must go back to men like Flaherty and to the poets, dramatists, novelists, and painters in whose tradition he worked . . . the best teaching films are also examples of the best film making."

The stress throughout is on functionalism, on application of idea to style to audience, and on films as public servants. Films, and more particularly these non-grossers in the high brackets, are a cooperative undertaking. Producer, director, writer, actors contribute, and what they have to give is lost if they do not reach the audience intended. Today's is a second generation of movie-goers, and it may not be amiss to remind these film makers that Grierson, who devised the term "documentary" to describe a "creative expression of actuality," believed that to survive the documentarians had to compete in the open market with theatre films, as he did with the World in Action films made in Canada by Stuart Legg during the war, and released on a commercial basis to some 7,000 theatres throughout the world by United Artists.

At a time when the tide is changing, when March of Time is withdrawing its newsreel in favor of making films directly for television, vast new audiences are opening up for the fact-film producers. As Cecile Starr writes here, there are already some 7,000 films available for rental on 16mm, and at least 1,000 new 16mm films are being released each year through the same number of film libraries throughout the U. S., where in many instances films are rented via library cards. Schools, libraries, museums, churches, and community organizations are constantly being brought into the orbit.

What is vitally needed at this point as Arthur Mayer says, is an overall documentary service, a non-profit organization to be financed at the outset by a few major foundations, but to be self supporting in a few years. To produce most effectively and to channel this rising tide of interest and growing skills, planning, financing, supervised production, and most important of all widespread national distribution are necessary.

"Ideas on Film" is a real indication of what is being done in 16mm films at the moment, a preliminary charting of the way, and as such it takes its place among the slowly increasing contributions to the film library, still pitifully small. It bears abundant evidence to the painstaking zeal and pioneering of Miss Starr and all who have contributed.

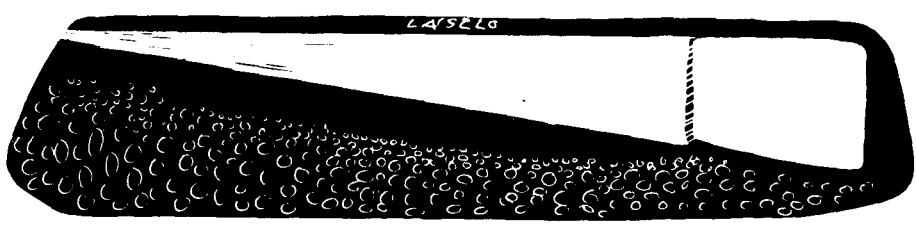
Art of the Future

FILM AND ITS TECHNIQUES. By Raymond Spottiswoode. Berkeley, Cal.: University of California Press. 516 pp. $7.50.

By Arthur Knight

WHEN Raymond Spottiswoode inaugurated *SRL*'s Ideas on Film column some five years ago he was concerned primarily with broadening the audience in this country for non-theatrical pictures, for documentaries and "think" films. This was only natural, for Spottiswoode was then himself engaged in the production of such pictures. But as is evidenced by his earlier book, "A Grammar of the Film," his main interest has always been to raise the level of creativity in motion pictures. This new work, intended for the advanced film student and the semi-skilled studio worker, provides at once an introduction to approved technical procedures and a valuable over-view of their relations one to the other. While for anyone whose interest in pictures is more than casual "Film and Its Techniques" points up in detail the enormous intricacy, the complicated interweaving of art and science that lies behind even the simplest of movie forms. And to all it suggests the tremendous possibilities that still lie ahead—stereoscopic photography, stereophonic sound, and a whole unexplored world of synthetic visuals and music.

Following a careful ground plan, Spottiswoode traces the development of a film idea from the first script conferences to assembling the producing unit. He describes the camera, how it functions, its characteristics, limitations, and potentialities. The film having been shot, he takes us into the cutting room to describe both editing technique and theory. After a section on animation, the laboratory is examined both as a technical operation and for what it can contribute to the film maker—the errors it can correct, the specific film devices made possible by the optical printer. Color, sound, lighting, and process work are taken up in subsequent chapters. Where 35mm practice varies from 16mm, as in color or sound work, he painstakingly explains and compares the advantages of both. The whole adds up



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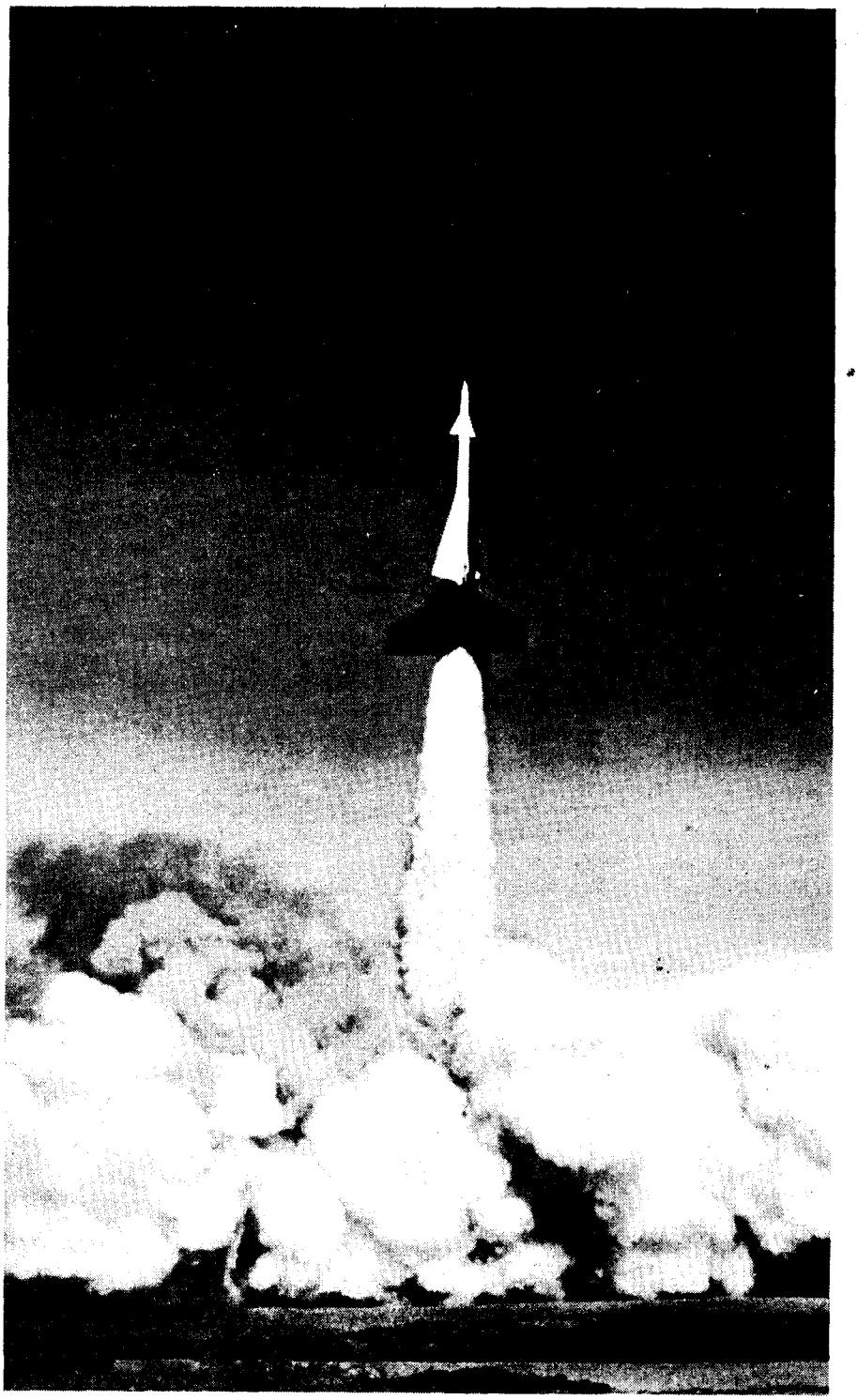
to an impressive and useful handbook for all film workers except perhaps those on the top professional level, one that might well be adopted as a standard textbook (the first of its kind) for the numerous film schools and audio-visual centers that are springing up throughout the country. It has little for the home movie maker, however; professional standards are Spottiswoode's objective.

But despite the wealth of admirable material that this book contains, there are still a few rather strange omissions. Considering that this is intended primarily for the documentary student and worker, more precise information on costs and budgets would surely seem to be in order. And one of the most vital problems of documentary people today, working with the non-actor, is passed over without any comment whatsoever. If exigencies of space dictated these elisions—and the book is a long one—it would seem that the physics of the laboratory and of sound recording might better have been sacrificed. Lest this seem ungenerous, it should be added that "Film and Its Techniques" does include valuable information on such unexpected subjects as selecting cameras and projectors, the characteristics of the various exposure meters now on the market, an important section on film fires, and a really useful glossary of almost a thousand film terms.

Film has often been called the art of the future. Spottiswoode's conviction is that the future of this art rests with the "small but growing army of film makers outside the studios who are not chained to the support of the status quo." Caught up in the routine of mass-produced pictures, content with technical standards (as in sound) that have already long-since been surpassed, saddled with an immense capital investment in equipment that turns any new experiment into an implicit threat, Hollywood at best can have only, in Spottiswoode's words, "the courage of its conventions." Innovations, he argues, must come primarily from producers in the non-theatrical field, from individuals like Norman MacLaren and Philip Stapp.

But before one can be an innovator one must have a firm grounding in the technical resources that the film medium now commands. In providing a detailed, accurate, and informed introduction to those resources "Film and Its Techniques" makes an important contribution.

Arthur Knight, a regular contributor to SRL GOES TO THE MOVIES, *is on the staff of the Institute of Film Techniques at the City College of New York.*



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Ideas on Film

Eyewitnessing the World of the 16mm Motion Picture

TEACHING WITH FILMS

EVERY YEAR when August is riding high a couple of million school children and I begin to cringe at the thought of the rapidly approaching fall. For them it means a return to school; for me it means sticking my neck out to write an annual article about the production and use of classroom films. My job isn't so dreadful as my fears of being scolded by the teachers who may read my essay. After all, they have every right to ask me who I think I am, telling teachers about educational films. Indeed, some of them have already done so.

I must admit that I am not now and have never been a school teacher. But that hardly disqualifies me from writing my piece. It is in fact as private citizen that I can speak most loudly and most authoritatively about films for classroom use. Having rung up seven years of grade school, four years of high school, four of university, and two of graduate study, I feel that although such a one as I may not be expected to know which films are good for teaching I am reasonably well qualified to give opinions about films that are to be used for learning.

To learners then, rather than to teachers, I suggest the following rule-of-thumb questions to answer silently or loud when selecting films for classroom use: (1) Does the film say and show things which are worth experiencing in class? (2) Is the film worth its time in minutes? (3) Does the film encourage and implement learning (in whatever sense one chooses to interpret this highly malleable word)? If you can answer an unreluctant "yes" to such simple questions then surely you'll want to use the film in class, if only on a trial basis. If you must answer "no" you'll have to look around for other films and hope they will be more suitable to your purposes.

Teachers, it seems to me, have far more complex divining-rods than these for finding good classroom films. Sometimes they show themselves to be too literal-minded even for curriculum-bound instructors, as for example the one who wrote of the McLaren abstract animation films "Loops" and "Dots": ". . . Dots not large enough. . . . I think it would be more interesting if the *theme* (dots) covered a larger area . . ." The problem here is that no rules have been, or can be, made to tell a teacher how to judge in advance whether or not a film will be successful with her class. Help is needed, however, in giving a broad understanding of the value and purpose of films in the classroom so that the teacher may with clear conscience reject a film not because "the dots aren't large enough" but because the film just doesn't meet her needs as she sees them.

As a non-teaching critic I am saddened at indictments that teachers may feel that the purpose of previewing and evaluating a classroom film is to uncover its defects rather than its usefulness. Right now I have in mind the oral lashings such as a group recently gave to a series of new German language films produced and distributed by the Bureau of Visual Instruction of the University of Wisconsin. These are four short films designed to aid in the pronunciation and intonation of this difficult tongue. In each of the films there is first a short conversational scene between a man and a woman on topics which, I gather, were chosen for sound rather than vocabulary. The scene run through in its entirety lasts two or three minutes and is then repeated in vocal slow-motion as it were: sentence by sentence is spoken first as originally to the other screen person, then to the audience, then in extreme close-up showing lip, tongue, and other speech-making movements. German and English captions are spelled out fore and aft, and here was the core of the problem. About half the teachers objected vehemently because the translation into English appeared after instead of before the German, or was it before instead of after? Whatever the case, had it been the reverse undoubtedly the other half of the group would then have objected with equal vehemence.

—*From "Motivating a Class" (McGraw-Hill Text-Films).*

"*. . . room for hope that some of our educational tangles will gradually be unraveled.*"

THESE films are admittedly experimental, and as in any production a decision had to be made to favor one technique at the exclusion of others. Acting and production defects in the films are easily apparent. As I looked at them I translated them as best I could into language I had studied in school—French, Spanish, and Italian. My feeling was that in the course of ten years of language studies films such as these would have been of enormous interest and help to me. Had I been the teacher I would have told myself, "Yes, yes, yes, the films are sufficiently accurate, worthwhile, and challenging to deserve a try in class." I should have devoted one period to the first film in the series, and then I think I should have asked the class whether or not they wanted to study another of the films at a later date. I believe that their answer

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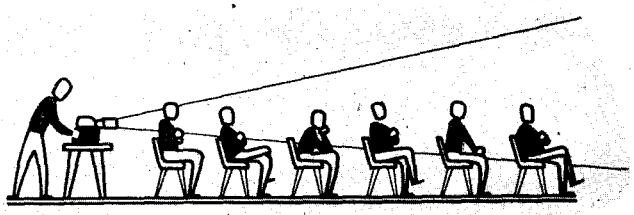

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would have given me all the missing information as to whether or not they were being interested, helped, and stimulated by the films.

Selecting and using films in the classroom is one of the many skills of teaching. As in all skills a great deal of practice is required if excellence is to be achieved. The teacher has to learn how to use films, and the students have to learn how to benefit from them. In the final analysis it is likely that teachers can learn more by talking with their pupils about specifics than by talking with each other about generalities, or even by reading what one interested film reviewer has to say on the subject.

This year a number of interesting new films relating directly to educational techniques and problems have been released for the professional and general public. With emphasis on the teacher-training programs of the country, they give room for hope that some of our educational tangles will gradually be unraveled. Yet all the training in the world cannot give the teacher the power to make learning a revered symbol of democratic achievement, nor to raise the teacher's own status from servant of the people to educator of the people. This only the American public as a whole can do.

EDUCATIONAL PSYCHOLOGY SERIES. Five films correlated with the textbook Psychology in Education *by Herbert Sorenson. Produced by Audio Productions for McGraw-Hill Text-Films,* 330 *W. 42nd St., New York* 18, *N. Y. For rentals consult nearby* SRL *Film Referral Libraries.*

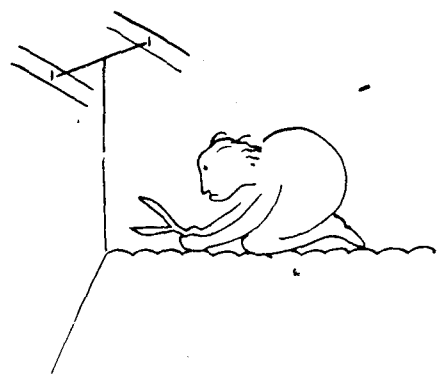
Designed to discover new insight into important "intangibles" of education, the films take positive approaches to classroom motivation and goals, to individual differences in the children, and to pupil adjustment to the school environment.

"The Importance of Goals" (19 min.) tries to show the teacher that the pupil is first of all a person. Thirteen-year-old Tommy on his way to school is quite a different person from the bored, restless classroom Tommy. Outside everything interests him; in class he cannot adjust to the monotonous and meaningless routine. A good learning situation can occur anywhere, the film says, but so few seem to occur in this classroom. Although the film has a happy ending, the situations are too contrived to give it much weight. But the over-all message is there and teachers should find it stimulating.

"Motivating the Class" (19 min.) shows a struggling teacher eager to captivate his class with the charms of mathematics and managing to do everything wrong. With the help of his supervisor he comes to grasp the importance of keeping the students active and interested, and is then able to turn his class of fidgeters into a group of learning participants.

"Individual Differences" (23 min.) shows the wrong and right ways in which a teacher can try to bring the shy slow student into the heart of the class. In this case the teacher at first thinks of Roy as a replica of his alert older brother, pushes him into activities in which he is not competent, and deprives him of the little self-confidence he may once have had. Little by little she is forced to see that Roy is not his older brother, in fact isn't anything like him. She is learning about individual differences the hard way—hard on Roy and hard on her, too. But there is a scientific way of appraising and dealing with individual differences, and with the same teacher and the same Roy the film reviews ways in which his differences can be put to good use. By studying Roy's previous records, by adjusting assignments to abilities, by giving everyone in the class a chance to succeed, and by finding and utilizing Roy's special talents, his teacher works a small miracle before our eyes.

"Problems of Pupil Adjustment" is a two-part story of how students' needs and interests can best be met in the high school at the critical stage when the outside world so deceivingly beckons the restless student to abandon his studies and look for a job. Part I, "The Drop-Out," is a case study of Steve Martin, who found high school a disappointing waste of time. No one thing was wrong, but nothing was right. Studies seemed pointless and difficult; he found no real enjoyment in any of his classes or his relationships with the teachers and the other students. It was no surprise that as soon as he reached the legal age limit Steve quit school to take his place with thousands of other seriously handicapped, untrained, unguided, and unhappy youths. Part II, "Stay-In," shows how school life



can be made important and interesting to youngsters. As visiting teachers tour the Du Pont School in Wilmington we see how one fortunate community provides its young people with educational experiences they can enjoy and value. Classes are lively and informal, with many cooperative projects in a variety of subjects relating school to the adult world.

These five films cover a lot of ground, and although they are of minor importance technically it is good to think that they will be widely seen and discussed by active and in-training teachers. For the general public the last three films of the group are the most meaningful and enjoyable.

PREPARATION OF TEACHERS. Produced for the State Department by the International Film Foundation. Available, for purchase only, from 1445 *Park Ave., New York* 29, *N. Y. For rental consult nearby* SRL *Referral Libraries.* (20 *min.*)

After an over-all statement of the importance of teacher training in this country, the film settles down to relate the special problems confronting two student teachers. Jack, whose main interest is in coaching athletics, learns to encourage and help a shy boy who left to himself would drop out of group activities. Elaine, more at home with books than with people, finds out that she must be able to enjoy her own life fully if she is to help young people through the excitement and difficulties of growing up. The film is clear and competent, making a modest yet real contribution to the educational field. "Preparation of Teachers" was directed by Francis Thompson, and is a Julien Bryan production.

U.C.L.A. Produced for the State Department by Apex Films. Available, for purchase only, from Castle Division of United World Films, 1445 *Park Ave., New York* 29, *N. Y. For rental consult nearby* SRL *Film Referral Libraries.* (44 *min.*)

This is a striking display of the educational facilities of the fabulous University of California at Los Angeles. Four students—an over-serious farm boy, a shy small-town girl, a happy-go-lucky science student, and a sophisticated drama aspirant—supply material for a well-rounded miniature of the student body. Their problems are credible, except for an over-developed climax about threatened censorship of the student newspaper.

Between sequences about the four leading characters there are short scenes of the diverse activities which

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their university houses and sponsors—sports, military instruction, scientific research, artistic pursuits, and a variety of recreational entertainments. The film is attractive and thoughtful, especially valuable to show to students who need help in orienting themselves to life on a crowded campus. Jack Chertok was the producer, and William Thiele the director.

SECURE THE BLESSINGS. Produced by Affiliated Film Producers for the National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C. Prints may be secured for loan or purchase from State Education Associations, or from the NEA. (27 min.)

First of a series of five public relations films to be sponsored by the National Education Association and distributed through its state associations, "Secure the Blessings" tells how a Senator, housewife, industrialist, laborer, and farmer depend upon the training they received in school to help them in making important decisions of the day, in dealing justly with other people, and in making the most of democratic living. What of our schools today, the film asks? Will they continue to mold the kind of citizens our democracy depends upon? Many schools will, but in others where the facilities are limited, buildings dilapidated, classes overcrowded, and teachers underpaid and overworked democracy is not being served. Nor can we expect teachers to fight the battle alone.

In fairly simple terms the film appeals to the American people to maintain an interest in their public schools to preserve and further their democratic heritage. George L. George was the director and Richard Leacock the photographer of this production, which has some interesting concepts, and here and there a scene that is praiseworthy. Script was by Irving Jacoby and Howard Turner.

SCHOOLS MARCH ON. Produced and distributed by the March of Time Forum, 369 Lexington Ave., New York 17, N. Y. For rental consult nearby SRL *Film Referral Libraries. (18 min.)*

The inequalities among rural and urban facilities in the nation's public schools are presented here as one of the great problems in American education today. One way of providing better education in rural areas is illustrated in the consolidation of one-room schoolhouses. Another film on this same subject, "Schoolhouses in the Red" (*SRL*, July 30, 1949), tells its story in more fluent style and can well be shown along with this one. In these two films can be found a challenging yardstick by which to measure one's own school services.

THE TEACHER. Produced and distributed by Encyclopaedia Britannica Films, Wilmette, Illinois. (17 min.)

Here is a film made to give primary graders some understanding of the character and motivation of the people who teach them. But Julia Whittaker who refuses a job as children's director of a local television station because, as she states, "teaching children means more to me than anything else in the world," seems to me to be making a choice which is neither believable nor commendable. There is an interesting display of directorial and camera skill in the flashback which shows the development of Julia Whittaker from school girl to school teacher, which children will probably enjoy if any teacher is sporting enough to show the film to them.

—CECILE STARR.

FRASER YOUNG'S LITERARY CRYPT No. 429

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 429 will be found in the next issue.

ODNNHLBTT HT LEX D

TXDXHEL QEJ DGGHSB

DX, IJX D KDLLBG EN

XGDSBWHLA.

—KDGADGBX WBB GJLIBFC.

Answer to Crypt No. 428

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TV and Radio

WHIRLING DOWN PLOT-SKELETON ALLEY

CBS's "Invitation to Learning" was literate with a light touch a recent Sunday morning when Lyman Bryson, Dr. T. V. Smith, and Helen Hiett Waller talked about John Stuart Mills's essay "The Subjection of Women." The radio network's "People's Platform" immediately after was serious and interesting in a discussion of "What Is Happening to Our Youths?," by moderator Dwight Cooke and his guests, George Howland Shaw, Dr. Paul C. Payne, and Utah's Congresswoman Reva Busoni. James Fassett's "Invitation to Music" (CBS) proved informative and stimulating the same afternoon when composers Richard Rodgers and Bernard Herrmann spoke of their respective stage and film scores for "The King and I" and "Anna and the King of Siam." In the evening "Broadway Is My Beat," from Hollywood over CBS, demonstrated that even a radio whodunit can be presented with unusual flair in writing, acting, and production.

On the identical Sabbath and before the above favorable impressions were painstakingly hunted down, NBC-TV's "Children's Hour," an early-morning monstrosity, had to be hurdled. And around the dinner hour radio NBC's "New Theatre" dramatization, by George Lefferts, of E. M. Forster's novel "Passage to India" missed the boat completely, and again pointed up the artistic problems and dangers of the high-compression writing required by radio's fixed time periods.

Mr. Forster's novel, written in 1924, is a superb, ironic story of the decomposition of the lives of an assorted group of British rulers and Indian subjects after an incident centering on the visit of a volatile young Indian doctor and a neurotic young Englishwoman to the Marabar caves near Chandrapore in India. The book is brilliantly textured with the author's sardonic observations on human character, religion, and fate. It is about the terrible, unrelievable tensions that exist among individuals of basic good will under the system of colonial domination. Written when British rule of India was a fiery political fact, it remains—now that India is free—an extraordinary tour de force of restrained poetic anger at what the author seems to consider the ironic futility of human values corroded into absurdity and oblivion by two incompatible cultures.

The plot which leads to the event in the cave, when the English girl suffers an hallucination that the Indian doctor attacks her, is important as preparation. But it is in the consequences of that event, in its sudden eating away of lives, careers, friendships, and a mother-son relationship, that the novel attains its stature. All this subsequent but vital phosphorus of decay the radio adapter, Mr. Lefferts, chucked overboard.

He began, literately enough, at the chronological beginning, as is customary in radio and TV dramatizations of novels, but thereafter, inevitably accelerating his pace, he sacrificed larger and larger entities, until, as the hour shortened, he dropped everything except his blue pencil and headed for the system cue at a full gallop.

Gone were the subtleties of the aftermath, the details of the characters' destinies, the richly prosed descriptions of Indian religious ceremonial. To make everything fit neatly into the radio package unwarranted liberties were taken with time and place. Gross damage, too, was done to important values—as in the scene when Dr. Aziz, the accused Indian, leaves the English girl, alone in the Marabar cave. Mr. Lefferts had the doctor rush screaming hysterically from her—a response decidedly out of character. Actually, E. M. Forster wrote:

> Damn the English even at their best," he plunged into one of them [the caves] to recover his balance . . . He waited in the cave a minute, and lit a cigarette, so that

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—*N.Y. Herald Tribune Book Review*

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Your Literary I.Q.

By Howard Collins

"BUT A GOOD CIGAR IS A SMOKE"

Fannie Gross of Asheville, North Carolina, offers with apologies fifteen snide remarks about women found in the works of so-called gentlemanly authors. Allowing seven points for each slanderer you can name, a score of fourteen is desirable, twenty-eight is forgivable, and forty-two or worse is treasonable. Answers on page 16.

1. Here's to woman! Would that we could fall into her arms without falling into her hands.
2. Believe a woman or an epitaph or anything that's false.
3. Between a woman's Yes and No, there is not room for a pin to go.
4. Women are only children of a larger growth.
5. Heav'n hath no rage like love to hatred turn'd, nor hell a fury like a woman scorn'd.
6. Women and music should never be dated.
7. Give woman thy whole heart, and she will break it.
8. Most women have no characters at all.
9. Frailty, thy name is woman.
10. If men knew how women pass the time when they are alone, they'd never marry.
11. Destructive, damnable, deceitful woman!
12. I expect that woman will be the last thing civilized by man.
13. Woman was God's second mistake.
14. Confess, ye grenadiers however strong and tall, the Conqueror of you all is Woman, Woman!
15. A widow of doubtful age will marry almost any sort of white man.

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he could remark on rejoining her, "I bolted in to get out of the draught," or something of the sort . . .

Mr. Leffert's sins of commission and omission, his distortions of characters, could be listed, but the usefulness of what he did with Foster's novel lies in its typicality. This is how radio and TV dramatizations of almost all superior novels invariably come out. A cavalier, expedient pushing around of the unities, deletion, write-in, cut, hack, tone-down, point-up — make quick and ship-shape for delivery and on to the next assignment.

That this is cumulatively degrading to all concerned—author, producer, and audience—must be said patiently again and again in the hope that eventually it may be changed. Fundamentally the fault lies in the assumption that radio can "do" any novel in an hour's time. This is absurd, as the Forster adaptation proves. A short story—yes. A short story focuses on a single incident. There is ample time to strike one key and intensify it to a climax. A novel is composed of many keys, many chords. The tones abut on one another and evoke a complex harmony.

Another trouble is that programs do not pay scriptwriters enough to warrant their taking ample time to think about an adaptation, to achieve creatively a fresh insight into it, and to search for a unique radio form in which to recast it. If a courageous producer should decide that the truth of the novel cannot be effectively rendered in an hour's time, and since our broadcasting patterns do not permit longer time segments, then why cannot the whole novel adaptation be abjured completely?

As a listener-viewer I would rather be briefed on a novel's outline, told something about its untransferable qualities, and have one scene accurately and fully done than be given a fast, ragged, and frustrating whirl down plot-skeleton alley. Surely, an adaptation like New Theatre's "Passage to India" can hardly be satisfying to actor or director.

There is much talk and planning, these Ford Foundation days, about injecting culture into the commercial mainstreams of our broadcasting. One way to begin would be to seek out methods to stop cheating American radio-TV audiences of their literary birthright. There ought to be an end to speed-up substitutes for the real thing in audio-video dramatizations of superior novels. There ought to be integrity and artistry on the air instead of hurry-up-and-get-nowhere craftsmanship.

—Robert Lewis Shayon.

Photo by Fred Stein

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BOCCHERINI: STRING TRIOS OP. 35. W. Schneiderhan, G. Swoboda, vls., S. Benesch, cello. #1, #3, #6: Westminster WL 5046 #5, #2, #4: Westminster WL 5042	Big, live acoustics, wide-range recording; makes the most out of the trio medium. Perhaps not authentic to the chamber style, but it makes phonograph listening far easier, and few will not enjoy it as sheer sound.	Some very dull stuff here—but interesting areas abound too, and the performance is sensitive, unassuming, making no more of the music than is there, on the alert for the good spots.
BOCCHERINI: STRING SEXTET, OP. 24, #1; SINFONIA CONCERTANTE IN G; SEXTET FOR WINDS AND STRINGS, OP. 41. Members London Baroque Ensemble. Westminster WL 5077	This disc has unexpected values. The String Sextet, first of its type, has some very expressive material, interesting chromatic "Romantic" harmonies; definitely an alive work played with rather excessive dynamic curves): the mixed sextet is equally alive, with lovely treatment of wind and string solos. The Sinfonia is the most static and routine of the works. Gorgeous recording, notably of the two wind groupings.	
BOCCHERINI: QUARTETS IN D MINOR, OP. 10, #2, G MINOR, OP. 33, #5. Guilet Quartet. Concert Hall CHC 43	Basically excellent quartet recording; closer, less live than Westminster's (above), but natural. Some overcutting, distortion.	Hardly "wife of Haydn" music, this! Both are masculine, vigorous, rather Baroque sounding, with good rhythmic strength, almost rough. Fine playing.
BOCCHERINI: QUINTET IN D FOR GUITAR AND STRINGS. Rey de la Torre; Stuyvesant Quartet. Philharmonia PH 101	(Engineers note: this is specifically recorded for the AES playback curve and says so.) Recorded in a small chapel, with rather hard liveness, the instruments close-to. Technically excellent.	A bland, Mannheim-like work for two mvts, the guitar scarcely audible; but the last, "fandango," is quite astonishing in its conscious Spanish idiom, even to castanet effects.

FRANK MARTIN

FRANK MARTIN: CONCERTO FOR SEVEN WINDS, TYMPANI, PERCUSSION AND STRINGS (1949). Winterthur Symphony Orch., Desarzens. Concert Hall CHS 1109 (½) (*With Ibert, Flute Concerto*)	An excellent tape, with nice liveness plus a sharp, clear differentiation between the numerous solo tone colors so important in this music; each is graphically characterized in sound.	A fine example of the modern *concertante* style, so effective on records; soloists of contrasting colors playing in semi-ensemble. Martin, older-generation Swiss, writes dissonantly, somewhat heavily à la Honegger, with good touch of Frank mystic-chromaticism. This piece has plenty of Stravinsky in it, too. Chatty, colorful, longwinded.
FRANK MARTIN: PETITE SYMPHONIE CONCERTANTE (1944-45). (Harp, harpsichord, piano, two string choirs). Soloists; Lausanne Chamber Orch., Desarzens. L'Oiseau-Lyre OLLD 17	A tough balance problem—strange combination of harp, harpsichord, and piano — well-handled, the relative natural volume levels projected very naturally, the tone colors nicely defined.	A "big" work in spite of title, exploiting passacaglia-like chromatic material, mystically Franckian. Much moody, eloquent free-recitative among soloists, with unusual color contrasts.

—EDWARD TATNALL CANBY.

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The Saturday Review's Guide to the Best New Reprints

Title and Author	*Subject*	*Critics' Consensus*
B. F.'S DAUGHTER *John P. Marquand* (Bantam: 35c)	Polly, whose life has been dominated by her wealthy industrialist father, "B. F.," marries a young college teacher and tries to dominate him. World War II gives the professor a chance to get away.	Superb satire on wartime Washington and Army brasshats at home and overseas by the ablest living American craftsman of the novel.
BLOOD BROTHER *Elliot Arnold* (Bantam: 35c)	Through the adventures of Cochise, Apache chief, and Tom Jeffords, Indian agent, tells the story of the Southwest from the Gadsden Purchase (1856) to the close of the Indian wars (1870).	Fascinating historical events told well, although not always with complete accuracy. Two love stories a bit dull.
CUTLASS EMPIRE *F. Van Wyck Mason* (Pocket: 35c)	Two decades in the tempestuous career of Henry Morgan, the British pirate who became governor of Jamaica and was knighted by his king.	Highly colored historical romance, crammed with incident and founded on careful research.
HIGH VALLEY *Charmian Clift and George Johnston* (Pocket: 25c)	Salom, a Chinese youth, finds peace and contentment in a remote Tibetian valley until tragedy strikes his utopia.	Vigorous, engrossing romance of an exotic land and people told skillfully and with realistic detail. Author's philosophizing a bit hard to take.
IN TRAGIC LIFE *Vardis Fisher* (Pocket: 35c)	The adolescence of an imaginative, over-sensitive boy growing up on a Western farm a generation ago.	Frank, honest, sometimes repellent story written with a grand, ferocious power. A work of distinction.
JOANNA GODDEN *Sheila Kaye-Smith* (Penguin: 50c)	At twenty-three Joanna Godden inherits a prosperous farm in the Sussex marshes. Fifteen years later she has lost her lover, her only near relative, her farm, and her good name, but has acquired confidence with which to face the future.	A distinguished work by a mature literary artist.
KINGS ROW *Henry Bellamann* (Pocket: 35c)	Life in a small Middlewestern town at the turn of the century as seen chiefly through the eyes of Parris Mitchell, a local boy who grows up to be a psychiatrist.	Although there are many normal characters and situations, the novel abounds in shocking melodrama. Total effect: a chamber of horrors.
LOUISVILLE SATURDAY *Margaret Long* (Bantam: 25c)	Time: October 1942. Place: Louisville, Ky. Characters: eleven women of greatly varied backgrounds all of them affected in some way by the war.	Outspoken, intimate portraits, done with warmth and insight. Uncommonly fine first novel.
SATURDAY REVIEW READER (Bantam: 25c)	Twenty-four articles reprinted from *The Saturday Review* covering a range of topics from Grandma Moses to world government, written by John Steinbeck, William Faulkner, Philip Wylie, Bertrand Russell, Walter White, and many others.	Absorbing, literate reading for all tastes.
TO THE INDIES *C. S. Forester* (Bantam: 25c)	Columbus's third voyage to the New World and his return disgraced and in chains. Central character is a middle-aged lawyer sent by the King to investigate the Admiral's conduct.	Rousing adventure story, written cleanly and with color. Lacks some of the artistry of Forester's Horatio Hornblower tales.
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THE WORLD OF COPERNICUS (SUN, STAND THOU STILL) *Angus Armitage* (Mentor: 35c)	The life and work of the great astronomer by a leading Copernican scholar. Originally published in Schuman's admirable "Life of Science Library."	Highly readable, accurate scientific biography.

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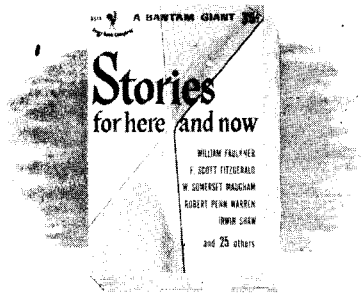

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FICTION

(Continued from page 21)

and imaginative in concept, and have something to say worth listening to. Other younger authors whose work displays real ability are Leonard Casper, Monte Culver, Peggy Love, Esther Patt, Thomas Phillips, John Campbell Smith, and R. E. Thompson.

Only Mr. Downey's "The Hunted" and the stories by Leonard Casper, Oliver La Farge, and Esther Patt were included in Martha Foley's recently published "Prize Stories of 1951," although John Cheever, Robie Macauley, and Jean Stafford are represented by other stories in Miss Foley's collection. As Mr. Brickell says in his informative, if somewhat gossipy, introduction, people disagree about short stories, "often violently." Even so, it is difficult to understand the absence, in Miss Foley's collection, of stories like Mr. Faulkner's or Mr. Miller's or Miss Welty's; conversely, some of Miss Foley's excellent selections, like Shirley Jackson's 'The Summer People," are not even mentioned by Mr. Brickell. Be that as it may, it seems to me that the variety of the Brickell volume reflects the contemporary scene somewhat more accurately than does Miss Foley's. And, speaking generally, I prefer Mr. Brickell's selections; this, of course, is merely an expression of personal taste, not a critical judgment. Each of these collections is an admirable one; each bears convincing witness to the extremely vigorous condition of the contemporary American short story.

L'Affaire Pat & Mike

THE ROUGH AND THE SMOOTH. By Robin Maugham. New York: Harcourt, Brace & Co. $3.

By JAMES KELLY

ROBIN MAUGHAM's story-telling prowess—existing free and clear of the formidable reputation held by Uncle Somerset — has earned high compliments on both sides of the Atlantic. It is characterized by unabashed narrative with old-fashioned descriptive passages and journalistic attention to who, why, what, when, where. Crisp conversation, cool simplicity, a discerning eye are the trademarks. Unpleasant it is, therefore, to report that "The Rough and the Smooth" reads like a parody of the novel it was meant to be. Dialogue falls in flat patches. Forward movement is delayed by flashbacks and digressions. Puppet-like people (whom the author does not love) act out assigned roles, but one cannot accept the grandiloquent moral conclusions read into their prurient little charade.

At the beginning Mike Thompson, a twenty-eight-year-old London barrister of good family and prospects, gets acquainted with nineteen-year-old Pat Doyne when they happen to share a rainy night cab-ride. We are told that Mike is "emotional, oversensitive, overcompassionate," that he reads Thomas à Kempis before going to sleep at night, that he is secretly unsure of himself. We learn that esculent Pat (she is the same tantalizing wanton who was called Vera in Mr. Maugham's earlier novel, "The Servant") sleeps around, drinks pink gin, bets on the horses, and reads "Gulliver's Travels." But we are startled just the same at the explosive tendencies of *l'affaire Pat & Mike* which provides the major theme of the book.

Mike—torn by passion, a sense of duty to his parents, a guilty conscience at the discrepancy between the moral code he advocates and the one he lives by. Pat — loyal to no man, guarding her secrets, always watching out for the main chance. The minor characters (Mike's ambitious, scheming mother, the politically powerful family friend, the badgered father, the eligible society girl) are no more than Restoration comedy figures who provide a backdrop for the two principals.

During a series of explicitly described assignations Pat gradually reveals her past and present. Arranging the facts to suit her audience, Pat tells Mike that she is now rooming with a fat old man named Reg Barker who expects nothing from her except secretarial services. Blinded by his desire Mike swallows this story and others equally incredible despite damaging circumstantial evidence and the advice of a close friend to get away while he can.

At the violent and lurid climax, when Pat's true perfidy is revealed, Mike wins an involuntary reprieve through a series of bizarre events which restore him bruised but intact to his own world. And that's about it. Pat and Mike are not people to look

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up, even if they really do exist in the drawing rooms and pubs of London. Observing them in the midst of an illicit escapade which differs from countless other fictional encounters only in the credulity of the man and the depravity of the woman, the question arises whether they are more attractive in print. One hopes that Mr. Maugham's next novel will give him a broader outlook for his undeniable gifts as a writer, storyteller, and observer of the human comedy.

Fiction Notes

TRUTH IN THE NIGHT. By Michael McLaverty. Macmillan. $3. In one sense, a tiny island is the hero of Michael McLaverty's little pastoral. On Rathlin, a few miles off Ulster's north shore, some of the islanders are discontented with the rustic peace of their wind-swept hills and loughs and live only for the day when they can settle in some crowded mainland community. For such a day the widowed young Vera Reilly lives. Eldest child of a poor family in a mean coastal town, she had married an islandman but never learned to love his slate-roofed house, his tidy acres, and his warm-hearted family. It is only for the sake of her twelve-year-old daughter that the spiteful widow endures the island.

After sixteen grimy years as a coalboat hand Martin Gallagher is overjoyed to return to his home on a Rathlin hill. Falling in love with Vera, he forgives her for driving away his orphan protégé and, hoping to win her to island life, marries her. She gives him no rest till he promises to settle on the mainland. Tragedy brings to her a sudden—and unconvincing — change of heart, to the island a belated Pyrrhic victory.

With the exception of Vera, who is not a native, Ulsterman McLaverty's islanders have a primal innocence and joy of soul entirely consonant with the bracing winds and the sun-steeped cliffs of their sea-girt northland home. Never has this most poetic of Irish story-tellers written more luminously or tenderly of a simple faith-borne folk and their racial way with the land they love.

—Ann F. Wolfe.

THE DEAD SEAGULL. By George Barker. Farrar, Straus & Young. $2.50. George Barker, a young Englishman who taught English literature in Japan briefly before the war, has published chiefly poetry, his first book appearing before he was twenty. This fragmentary novel is written in poet's prose and with a poet's vision. It is a highly individual story of love, of inevitable and unresisted passion bringing disastrous tragedy in its wake, of the eternal, unashamed temptress drawing the not-too-reluctant male away from the domestic ties which cling and smother.

Love is the ultimate, the original sin —thus runs the theme of the book— the calamity in which man is involved and through which since the days of Eve and the serpent in the Garden he is drawn to his guilty end. The protagonist and only male character of "The Dead Seagull" broods over and develops this conviction, writing in the first person and pouring out the course of his own infatuation, with its momentary nature and final doom, in a full spate of anguish.

The plot of the novel is simple and bare enough, and the three characters —man, wife, and mistress—are meagerly outlined, no more. It is love and man's guilt, two facets of the same ineluctable sin, which fill the book. It may seem to some readers that there is some confusion between what were once referred to with commendable simplicity as "sacred love" and "profane love"; yet, since this is no essay but fiction, the reader may agree or disagree but need not argue. What draws one back to read and reread is neither the argument, which is inconclusive, nor the characters—the wife is at best shadowy, the mistress never convincingly beautiful and often actually irritating—but the author's rich and inventive use of language. Like a flight of brilliant arrows the phrases pierce the mind and remain, quivering with intense and unexpected vitality.

This is writing which demands a great deal of the reader but, though sometimes obscure, repays in rich and sometimes startling originality the effort demanded.

—Pamela Taylor.

CLOUD ON THE LAND. By Julia Davis. Rinehart. $3.50. Miss Davis, best known for contributing "The Shenandoah" to the Rivers of America Series, is an intelligent and competent writer, and a good popular historian. In this book she has set herself the job of creating two worlds and moving her characters back and forth between them. Young Angus MacLeod, red-headed plantation owner from Virginia, sets out for the Western waters in 1822 to seek new fortune and adventure in the fur trade country of middle America. The first half of the book deals with his adventures there. He takes the usual mountain girl for his bride, who develops into the usual pioneer wife and mother; he rough-and-tumbles with the usual In-

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dians and evil white men, and gives the usual squaw the usual papoose. Some nine years later he brings his family back to Glengarry, expecting to fit into the familiar pattern of Southern, up-country, aristocratic life as it existed from the clearing of the land until the Civil War. If he and the children succeed, his wife Lucy fails dramatically, and the account of her brief career as a plantation mistress is the most successful part of the book. For Lucy wished to rule her own life and fortunes, and she burned with a virtuous hatred for slavery and all its works. It is this hatred that wrecks her none too ardent marriage rather than the shadowy affair with the charming brother-in-law in New York.

It is a little disappointing that the author's fine sense of place does not create as convincingly here as it is capable of doing. Fort Recovery, where the McLeods live for years, never comes into focus in the mind, never assumes characteristics which set it apart from the typical Indian trading post. The characters, too, are types. We do not quite believe in their passions or understand what motivates them. And none of this may be the novelist's fault. There is no rule of her craft that she has broken, she knows the period, she has worked out her story with thought and care, she has made no obvious errors one can put the finger on. Many readers will enjoy her book. It does everything but live. And this quality of life is something we who write historical novels cannot consciously give to our work. We can only pray that it will be there.

—SHIRLEY BARKER

THE BRIGHT, BRIGHT WATER. By William Case. Appleton-Century-Crofts. $3. To the airborne visitor the small island of St. Lô looks like a glistening white eden encircled by the blue waters of the Caribbean. But to those who remain for a closer and longer view of this mythical island its lush beauty reveals insidious flaws. Its green terraced hills harbor a decadent social system—"altitude alone had to come to represent an odd set of boundary stakes for a whole system of castes and commonwealths." A few hundred Americans and Creoles enrich themselves in sisal, coffee, and sugar plantations worked by starving natives ravaged by rickets, syphilis, yaws, and elephantiasis.

Against this background of social decay, boredom, and heat Mr. Case sets the love story of Robert Mayo, a disenchanted writer turned hotel manager, and Trent Snowden who has lost all her illusions but one powerful one which binds her to the neurotic dipsomaniac, Hank Stephenson. Robert and Trent are relatively uncontaminated and observant members of the American colony with its inevitable country club, drinking parties, gossip, and immorality. The island's petty czar is Ben Florentino, who had emerged form Chicago's underworld to make a fortune in mahogany and coffee. The main cast is rounded out by David Sampson, an oil engineer, and his faithless wife, Rhea, and by Flander Petrie, a roving newspaperman, who makes brilliant conversation over a bottle of rum.

In his first novel the author paints a tropical scene with deft, bold strokes and sustains the reader's interest with the mounting tensions and conflicts of his characters. Although the corruption of a fair island by white infiltration is a familiar theme, it can bear restatement. Unhappily, Mr. Case lets the reader down toward the end by introducing a Communist rebellion and violent death, currently popular fictional devices which only weaken an otherwise honest story.

—RAY PIERRE.

SUDDEN GLORY. By Cid Ricketts Sumner. Bobbs-Merrill. $3. Had Jo Marsh lived in Caroline, Mississippi, in the late 1870s she might have borne a cousinly resemblance to Rhoda Lee Dalton. They have the same fiery independence, the ambition to restore to the family its more accustomed comforts. Cid Ricketts Sumner, who

The Criminal Record

The Saturday Review's Guide to Detective Fiction

Title and Author	*Crime, Place, and Sleuth*	*Summing Up*	*Verdict*
GOLD IN EVERY GRAVE *Hugh Lawrence Nelson* (Rinehart: $2.50)	The mock hanging of Leo Fountain, shady promoter, on Vigilante Day at Peak City becomes murder. Investigator Jim Dunn is implicated, plus perils.	Authentic mountain West; some good characterizations—especially three wine-bibbing ex-miners. Dunn convincing FBI type but shadowy references to Washington no help.	Readable
THE BEAUTIFUL STRANGER *Bernice Carey* (Crime Club: $2.50)	Jim McGowan's new wife, Terese, is too rarely beautiful for the mill-company California town to take. When murder happens she is inevitably blamed.	Little mystery but interesting and sometimes penetrating study of small-town mores and psychology; the why of unions is lightly but probably accurately sketched.	Should hold interest
STRANGLE HOLD *Mary McMullen* (Harper: $2.50)	Eve's new job in a top NY advertising agency seemed super — until a naked woman's body was found in the conference room. Then everyone was suspect and Eve knew no peace.	The agency setting is so real it will probably condition your liking for the book: if you can take agencyites—O.K. Plot involved and tries too hard — but writing sprightly.	A smoothie, but good for a first novel
AUGUST INCIDENT *Amber Dean* (Crime Club: $2.50)	Orville Smith, treasury agent recuperating from gunshot wounds, gets Abbie Harris to rescue him from hospital at peaceful upstate NY Lake—only to run literally into strange kidnaping plot.	Fascinating interweaving of purposes and plots foils what could have been a foolproof one-man kidnapping. Too-cute dialogue is fortunately overshadowed by breathless stalking of fated denouement.	Nice job
RED HERRING *Wilson Tucker* (Rinehart: $2.50)	Charles Horne, always likable Illinois private eye, gets involved in purported practical joke for unpalatable wealthy family. Murder spoils the tricks and Horne looks for the joker, up and down the river to St. Louis.	Horne always seems more real than any of the characters he tracks down, but puzzle here is last-man-out variety, exciting enough and mostly played fair.	Not too good not too bad

—KATHLEEN SPROUL.

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wrote "Quality," the novel which appeared as the movie "Pinky," has made of the Reconstruction-poor-but-proud Dalton family a family as affectionate and individualistic as the one which Miss Alcott placed in Boston. The Daltons cannot forget Abalony, the plantation lost in the War. It's the Mecca to them all, from grandfather down to Rhoda Lee.

To win Abalony again Rhoda Lee decides to become a doctor, even after she is accidentally called upon to aid in a Caesarean. But her ambitions do not prevent her from falling in love with a New Orleans Lothario who leaves her disillusioned and a little older. It is not until she nurses through the fever epidemic the son of the overseer who had always told her that a career was an awful waste of a good woman that she finds her real purpose. In an epilogue, written "after the fashion of the novels of the day," Rhoda Lee is found ten years later, a paragon of domesticity, with Jake, the overseer's son, and their three children. The rest of the family —Mother, with her fantastic business ventures; the tyrannical Grandmother; Maudie, who sought comfort in the company of half-mad Mr. Frank; Grandfather, who annually took thorn-trimmed roses to Abalony—are all disposed of in a manner very proper for folk who give as much pleasure as these do.

—Frederick Rutledge Smith.

THE ROSE AND THE SUMMIT. By Catherine Plummer. Putnam. $3. From the Thursday before to the Sunday of graduation Catholic-conditioned, convent-bred, Boston-Irish Nadie O'Connor reappraises her vows. On the rostrum, all in white, she simultaneously delivers the valedictory to her class and herself to freedom and the world of art. Her best friend chooses to be a Carthusian nun, another girl graduate settles for matrimony, still another for music. The yearbook is here, fresh from the press with plenty of final benevolence thrown in. No offense intended, none imparted.

—Catherine Meredith Brown.

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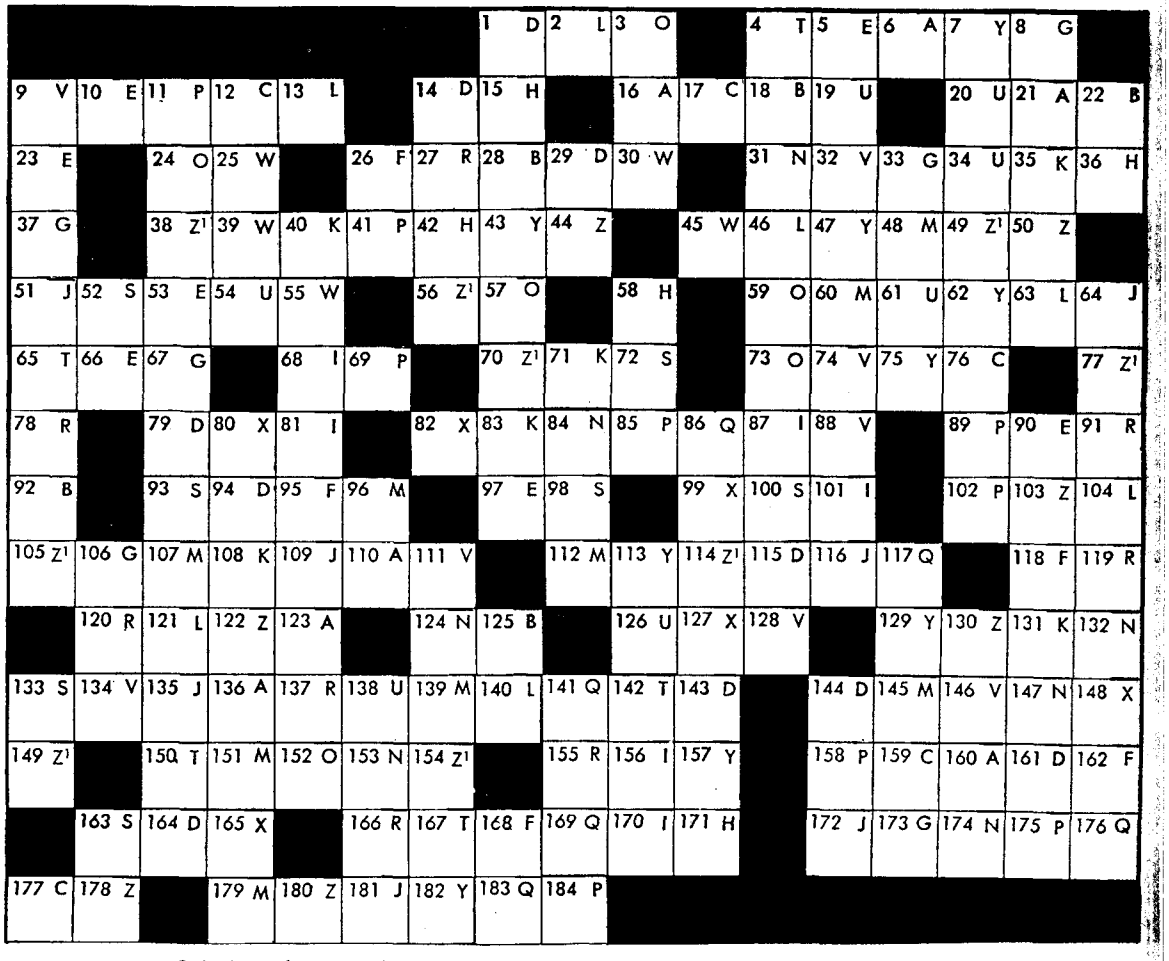
B. Captain of the Dodgers (National League baseball team).	28 125 22 18 92
C. The mother of the Graces (Gr. myth.).	159 76 177 12 17
D. Canadian-born humorist who created the character of Sam Slick (1796-1865).	164 94 29 14 144 115 161 79 1 143
E. Famous elegy on Keats by Shelley.	90 66 10 23 5 97 53
F. American inventor, best known for his claim that Fulton in inventing the steamboat profited by his ideas.	168 118 95 26 162
G. Title given to Word S.	106 67 33 173 8 37
H. Novel by Virginia Woolf (preceded by "The").	171 36 58 42 15
I. Swiss chemist, Nobel prize 1913 (1866-1919).	68 81 87 156 101 170
J. Property of matter by which it will remain at rest (physics).	109 181 64 51 172 135 116
K. Owner of a vineyard which Ahab coveted and took unlawfully (Bib.).	108 131 35 83 40 71
L. American Naval officer to whom is attributed "Our country, right or wrong," etc.	13 46 63 121 140 2 104
M. Characterizing suits, sweaters, etc.	107 48 96 151 60 179 145 139 112
N. Made commonplace by much use (comp.).	124 31 174 132 147 84 153
O. The breastplate of St. Patrick.	73 57 3 24 59 152
P. An alterable state (philos.).	175 102 158 41 184 11 69 85 89
Q. To extend.	169 176 86 117 141 183
R. American writer, war correspondent in Europe during World War I, author of "Jarvis of Harvard," etc. (1877-).	91 155 137 119 120 166 27 78
S. Reputed witch and prophet in England in Tudor times (preceded by Word G.).	133 100 52 93 163 72 98
T. An "unclean spirit" in a person, to Jewish and early Christian writers.	150 167 4 142 65
U. Subject of a dramatic trilogy by Aeschylus.	34 138 54 20 19 61 126
V. English religious reformer called "Morning Star of the Reformation" (1320?-84).	9 88 32 111 74 134 146 128
W. Last word of pseudonym of American humorist and journalist (1833 88).	25 39 55 45 30
X. German mural and historical painter (1812-79).	165 82 80 99 127 148
Y. Follower of the doctrine that the coming of Christ and the world's end are near.	47 157 75 43 7 182 113 62 129
Z. Novel by one of the Brontë sisters.	44 178 180 130 122 103 50
Z'. The amendment that abolished the "Lame Duck Session" in Congress (U. S. Const.).	114 70 149 38 49 77 105 56 154



DIRECTIONS

To solve this puzzle you must guess twenty-odd words, the definitions of which are given in the column headed DEFINITIONS. The letters in each word to be guessed are numbered. These numbers appear under the dashes in the column headed WORDS. There is a dash for each letter in the required word. The key letters in the squares are for convenience, indicating to which word in the definitions each letter in the diagram belongs. When you have guessed a word, fill it in on the dashes; then write each letter in the correspondingly numbered square of the puzzle diagram. When the squares are all filled in, you will find (by reading from left to right) a quotation from a famous author. Read up and down the letters mean nothing. The black squares indicate ends of words; words do not necessarily end at the right side of the diagram.

When the column headed WORDS is filled in, the initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Authority for spelling and definitions is Webster's New International Dictionary (second edition).

Solution of last week's Double-Crostic will be found on page 53 of this issue.

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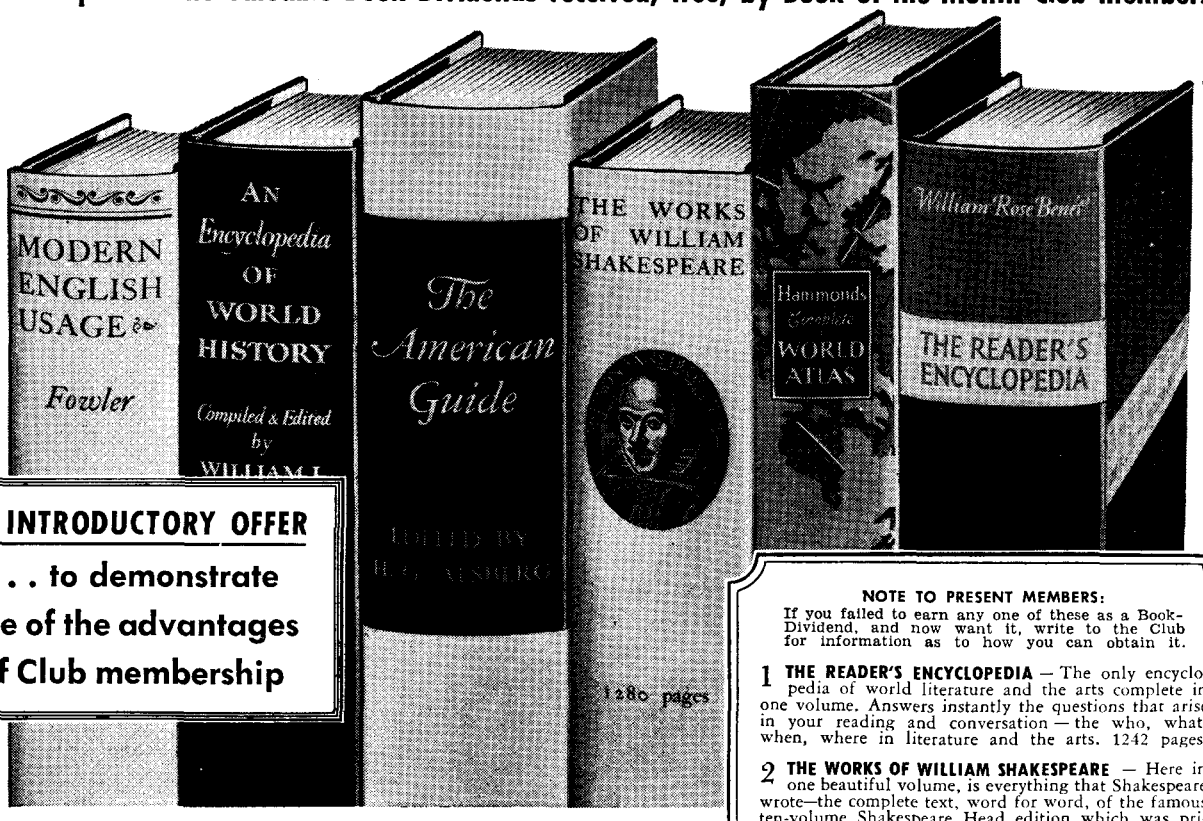

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